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ABSTRACT

The CMAS is a system of instructional materials analysis consisting of a detailed comprehensive taxonomy of questions on product characteristics, rationale and objectives, content, theory and strategies, antecedent conditions, evaluation, background of materials development, and on background of the analysis. Documents related to or offering an explanation of the analysis system are ED 039 159, ED 040 094, ED 041 794, and ED 049 134. A brief summary of the course which is analyzed, "New History of the United States: An Inquiry Approach," is described in ED 051 059. Subject areas of this course are history, political science, and economics. More than 500 analysis items are used for the eight major and numerous minor topics of evaluation. The substantive content is analyzed as moderately sound, and the physical and technical content as very good, although more visual materials could have been included in the text. The author's rationale is implicit and fairly clear to the analyst, while the objectives set forth are very clear. Primary goals of the materials, as seen by the analyst, are for students to become skilled in the scientific method, questioners of existing knowledge and values, and creative, divergent thinkers. Cognitive objectives are stated clearly with emphasis on analytical thinking, and affective objectives are also stated. Cognitive content of the materials is judged as unbiased, of good quality, and balanced in values, with much emphasis placed upon analytical questioning and inquiry. (SJM)

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CURRICULUM MATERIALS ANALYSIS

Materials:	CARNEGIE-MELLON UNIVERSITY SOCIAL STUDIES CURRICULUM PROJECT Edwin Fenton, Director A New History of the United States: An Inquiry Approach Irving Bartlett, Edwin Fenton, David Fowler, Seymour Mandelbaum, authors
Subject Area:	History, Political Science, Economics
Analysis by:	Stanley Kleiman Social Science Education Consortium, Inc. Boulder, Colorado
Date:	January 1972

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1.0 Product Characteristics

2.0 Rationale and Objectives

3.0 Content

4.0 Theory and Strategies

5.0 Antecedent Conditions

6.0 Evaluation

7.0 Background of Materials Development

8.0 Background of the Analysis

1.0 Product Characteristics

The materials analyzed below are designed for eleventh grade students of United States history. They were developed by the Social Studies Curriculum Center of Carnegie-Mellon University under the general direction of Edwin Fenton.

The techniques and strategies employed in the materials are based on the inquiry method, as defined by Fenton to be a process whereby the student forms hypotheses and develops proofs.

The author feels that students should have the opportunity to examine materials which motivate them to develop hypotheses and substantiate them. He believes these experiences will help to create thinking, contributing, responsible members of society.

* 1.2-Q2 very similiar to 1.22-Q

* 1.2-Q1 and 1.21-Q are basically the same

* 1.2-Q2 and 1.23 Q are basically the same except that 1.2-Q2 includes students.

1.22-A

Slow learners would find the material and, quite possibly, the technique very difficult. The course appears to be geared to average and above-average students.

1.23 A

Although not essential a good foundation in American history would help the teacher.
A good understanding of the inquiry technique would also be most beneficial.

1.25 A2

Many of the readings can be dealt with separately on a particular topic. It is also possible to utilize most of the handouts and transparency materials out of the context of the course in order to accomplish particular objectives.

1.3-A4

The cost of the student text ($7.28), teacher's guide ($3.72), and test booklet ($.80) are about average. However, the total cost of both Audio-Visual kits brings the per capita cost to a point where it is far above the average of supplying curriculum materials for a social studies class of thirty students.

* 1.31-A1

More space should be given for entry of pertinent data (especially Title and author).

1.31-A5

The style of writing appears to be somewhat unsophisticated for an eleventh grade student. The lowest common denominator seems to be the target audience.

1.31-A7

The lack of photographs (both black & white and color) and drawings is a deficiency which is quite apparent.
The inclusion of only two graphs in the text is also a deficiency. These exclusions can make for dull reading!

1.32-A4

No rationale for the materials appears in the Teacher's Guide. However, some rationale does appear in other materials concerning the Carnegie-Mellon/Fenton program.

1.32-A7

There appears to be no instruction to the teacher about meeting the individual needs of the students.
Some lesson plans include small group work but only a handful of students are actually contributing to the total class work.
Nothing is offered for the student who "can't keep pace".

1.32-A8

A brief bibliography is offered the teacher who is not well-versed in either the new social studies or recent writings in American history.
The bibliography consists of three books by Fenton, two college texts (Blum; Garraty), and twenty-two pamphlets published by the American Historical Association.

1.32-A9

The Teacher's Guide also includes reproductions of all transparency materials and handouts, frame-by-frame listing of filmstrip materials, answer key to the tests in the Test Booklet.

1.33-A1

The media kit includes many items which perhaps be more interesting to the student if they were included within the textbook.
They could be examined by the individual student at his own pace.

1.33-A4

The cost of the audio-visual component kits is $100.00 for each of two or $180.00 if purchased together.
Kit #1 includes: one 33 1/3 rpm record, 25 transparencies, 6 filmstrips, 2 sets of picture cards, and 25 class handouts to be used with chapters 1-15.
Kit #2 includes: one 33 1/3 rpm record, 28 transparencies, 8 filmstrips, and 15 class handouts to be used with chapters 16-30.
Each kit is packaged in a black vinyl carrying case measuring 13"x 13"x 2".
The transparencies, in most cases, offer statistical data in graphic form. They are important components to the understanding of the content material.
The class handouts are useful to the student for following the reading selections and songs which are on the records.
However, they could also have been printed in the student text.
Very little of the material in the handouts need be presented in that form. (It seemed to be a gimmick.)
The filmstrips offer illustrations, photographs, cartoons, etc. which present information in a non-verbal manner.
This material could have been placed within the student textbook; it would have made the book less dull and drab.

1.34-A2

There are fifteen objective tests of twenty questions each for every two chapters.
Each question offers four answer choices.
Fifteen essay tests are included with each covering two chapters.
Each test consists of four questions. These essay questions are generally broad-based and many ask for specific evidence to support attack or defense of the generalization.

1.34-A3

The test booklet costs $.80 per copy.

1.34-A5

Nothing is said about what is to be measured by the tests.
Therefore, it is difficult to judge validity.

1.35-A1

Each student should have a copy of the student textbook.
Each classroom teacher should have a copy of the Teacher's Guide and test booklet.
Each class should have the opportunity to utilize the Audio-Visual kits. (It is not necessary for each classroom to have the kits.)
Several classes can share the use of the kits.

1.35-A2

The use of the materials in the Audio-Visual kits would mandate the availability of the following equipment: a phonograph,an overhead projector, a filmstrip projector, and a spirit duplicating machine.

1.4-A

Both the expository and inquiry or discovery activities are utilized.
There are many reading activities and the material is to be used in discussion and writing exercises.
The teacher can select a variety of techniques ranging from pure lecture to directed discussion to assistance in hypothesis testing.
The audio-visual materials all supplement these techniques.

1.6-A

Final Report-Project Numbers HS-041 and H-292: Contract Numbers OE 3-10-103, OE 6-10-130; A High School Social Studies Curriculum For Able Students: An Audio-Visual Component to a High School Social Studies Curriculum For Able Students by Edwin Fenton,

John M. Good, and Mitchell P. Lichtenberg; Social Studies Curriculum Center, Carnegie-Mellon University, Pittsburgh, Pa.

Social Studies Curriculum Materials Data Book, Social Science Education Consortium, Inc., 1971.

1.61-A1

Sanders, Norris M. and Marlin L. Tanck, "A Critical Appraisal of Twenty-Six National Social Studies Projects", Social Education (April 1970) Vol.34, No.4, pp.397-401.

* Criticism of CMAS form.

1.0 Product Characteristics

Information. This section gives a general overview of the curriculum materials, including a complete description of the physical characteristics and a brief description of selected substantive characteristics.

Instruction. After completing the entire analysis, write and insert here an overview of the entire analysis in not more than 100 words. The overview should be both selected, pointing to the most important characteristics of the materials as the analyst sees them, and succinct.

1.1 Subject Content

This topic is treated very briefly here. See Section 3.0, Content, for elaboration; see also Section 6.0, Evaluation.

1.1-Q1 Indicate the discipline or disciplines most prominent, mark them "1," "2," "3," in order of prominence; or, if they cannot be distinguished, mark them all "1." If more than three disciplines are prominent, mark either "interdisciplinary" or "multidisciplinary."

Anthropology		Psychology	
Economics	3	Sociology	
Geography		Social Psych.	
History	1	Interdisc.	
Political Sci.	2	Multidisc.	

See narrative (SN)	Not applicable (NA)	Unavailable (UA)	Analyst's Certainty (C) (Scale 0-4)
/ /	/ /	/ /	/ 4 /

1.1-Q2 In general, how sound is the substantive content of these materials? Mark the scale according to your best overall judgment. Note: The scale shown below right is an abbreviation of the scale in 1.1-Q1.

0	1	2	3	4	5	6	SN	NA	UA	C
				X			/ /	/ /		/ #3 /
Very unsound			Moderately sound			Very sound				

1.2 Intended Uses

Much of the content of this section is elaborated in Section 5.0, Antecedent Conditions.

1.2-Q1 For what grade level or levels are these materials most appropriate, according to the author?

Grade level(s) 11 / / / / / #4 /

SN NA UA C

1.2-Q2 Are there any particular kinds of students, teachers, schools, or communities for which these materials would be especially suitable or unsuitable--for example, students from particular ethnic groups, teachers without much background in social science, schools with or without flexible facilities, and communities that are or are not politically conservative. If "yes," elaborate.

/ / X /
Yes No

/ / SN / / NA UA / #4 / C

1.2-Q3 What does the author consider the most appropriate length of time, in weeks or years, for the use of the whole set of materials? Circle "weeks" or "years" according to which unit is used.

32 (weeks) or years

/ / SN / / NA UA / #4 / C

1.21 Grade Level(s)

1.21-Q For what grade level or levels are these materials most appropriate, according to the author? For what other grade level or levels might they also be used with reasonable effectiveness? What are the analyst's views with respect to the most appropriate grade level or levels, and with respect to another grade level or levels for which the materials could be used? Check the appropriate boxes below.

Grade levels for which materials are most appropriate		K	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Author's Intention												X			
	Analyst's Opinion												X	X		

/ / SN / / NA UA / #4 / C

Other grade levels where materials could be used		K	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Author's Intention															
	Analyst's Opinion															

1.22 Student Characteristics

1.22-Q Are there any particular kinds of students for whom these materials would be especially suitable or unsuitable--slow or able learners; particular social, economic, or ethnic groups? If "yes," elaborate.

/ X / /
Yes No

/ X / SN / / NA UA / #4 / C

1.23 Characteristics of Teacher, School, and Community

1.23-Q Are there any particular kinds of teachers, schools, or communities for which these materials would be especially suitable or unsuitable--for example, teachers with or without much background in social sciences, schools with or without flexible facilities, communities that are or are not politically conservative? If "yes," elaborate.

/X/ /
Yes No

/X/ / / /#4/
SN NA UA C

1.24 Required Time

1.24-Q What does the author consider the most appropriate length of time, in weeks or years, for the use of the whole set of materials? What is the range of times, from shortest to longest, that the author thinks the materials might be used effectively? What lengths of time does the analyst consider appropriate? Fill in appropriate numbers below and circle "weeks" or "years" according to which unit is used.

	According to author	According to analyst
Most appropriate length of time	32	36
Shortest appropriate length of time	30	
Longest appropriate length of time	36	

(indicate weeks or years)

/ / / / /#4/
SN NA UA C

1.25 Sequence and Independence of Parts

1.25-Q1 To what extent can the teacher depart from the sequence of materials prescribed by the author without impairing the effectiveness of the materials?

/ /X/ / / / / / / / / /#4/
0 1 2 3 4 5 6 SN NA UA C
Very little — Moderate departure — Very much

1.25-Q2 To what extent can parts of the materials be taught separately, apart from the rest of the materials, without impairing the effectiveness of the parts so taught?

/ / / / /X/ / / /X/ / / /#4/
0 1 2 3 4 5 6 SN NA UA C
Very little — Moderate departure — Very much

1.3 Printed Materials and Other Media

Note that this section refers to the specific materials and media covered in this analysis. Other materials and media which belong to the same curriculum package but which are not covered in this analysis should be described briefly below.

1.3-Q1 Check which of the following items are available and are covered in this analysis:

Student Text	X	Other printed teacher materials	
Other printed student materials		Media other than printed materials	X
Teacher's Guide	X	Tests	X

/ / / / / #4 /
SN NA UA C

1.3-Q2 Are there other materials and media which are closely related to the materials which have been analyzed but which are not included in this analysis? If so, describe them briefly.

/ X / / / / / #4 /
Yes No SN NA UA C

1.3-Q3 What is your general overall judgment of the physical and technical (not substantive) quality of the materials, including all media? (For an overall judgment of the substantive quality of the materials, see 1.1-Q2).

/ / / / / / X / / / / / #4 /
0 1 2 3 4 5 6 SN NA UA C
Very poor — Average — Excellent

1.3-Q4 As compared with the average cost of supplying curriculum materials for a social studies class at the grade level(s) for which these materials are intended, how are the costs of these materials?

/ / / / / X / / / X / / / #4 /
0 1 2 3 4 5 6 SN NA UA C
Very low — Average — Very high

1.31 Printed Student Materials

1.31-Q1 There are a number of charts below which apply to the student text (if any) and to other student materials (if any). In the chart immediately below, the first line has the word "text" in the first column. The second column is for the complete title of the text. On the second line, the analyst should put in the first column a short identifying name for the second piece of student materials he is analyzing--e.g., "readings," "workbook"--and then the full title should be written in the second column. In subsequent charts these materials will be identified by the short identifying name. If there is a third item to be analyzed, it should be identified on the third line of the chart. If there are additional items, they should be described appropriately in the narrative.

	Title	Author	Publisher	Date of Publication
Text	A NEW HISTORY OF THE UNITED STATES: AN INQUIRY APPROACH	IRVING BARTLETT, EDWIN FENTON, DAVID FOWLER, SAMUEL MANWELL	HOLT, RINEHART AND WINSTON, INC.	1969
TEST BOOKLET	TESTS FOR A NEW HISTORY OF THE UNITED STATES: AN INQUIRY APPROACH		HOLT, RINEHART AND WINSTON, INC.	1969

/ / / / / #4 /
SN NA UA C

1.31-Q2 If materials other than a text were identified in 1.31-Q1, identify them in Column 1 below. Then complete the table.

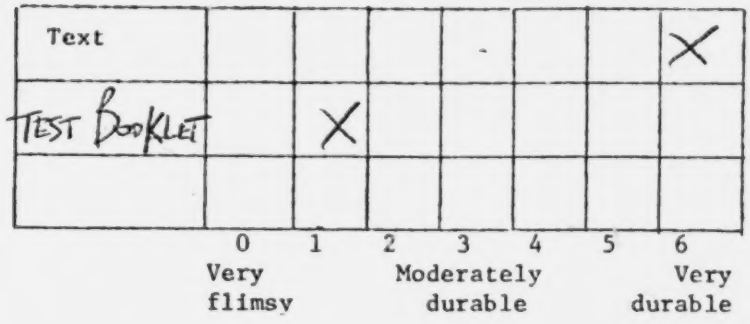
	Number of pages	Dimensions	Unit cost	Cover: Hard, soft, other
* Text	784	7½" x 9½"	$7.28	HARD
TEST BOOKLET	80	6¼" x 9¼"	.80	SOFT

/X/ / / / / #4 /
SN NA UA C

* TEXT ALSO AVAILABLE AS 2 SEPARATE VOLUMES:

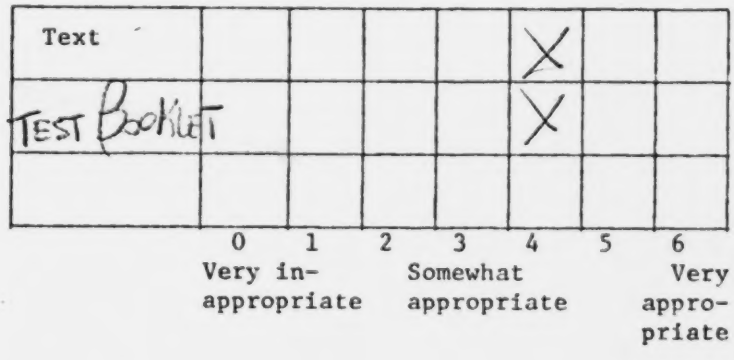
VOL. I (Chaps. 1-15) 384 pp. 7½" x 9½" $4.12 HARD
VOL. II (Chaps. 16-30) 400 pp. 7½" x 9½" 4.12 HARD

1.31-Q3 How durable do you judge each of the following materials to be?



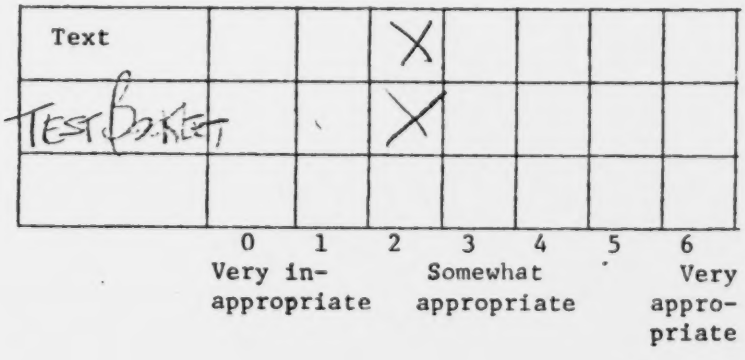
/ / / / / / / #4 /
SN NA UA C

1.31-Q4 How appropriate is the language level of the following materials for the grade level(s) for which intended?



/ / / / / / / #4 /
SN NA UA C

1.31-Q5 How appropriate is the style of writing of each of the following materials for the grade level(s) for which intended?



/ X / / / / / #4 /
SN NA UA C

1.31-Q6 How appealing is the overall appearance of these materials?

Text			X				
TEST BOOKLET							
	0	1	2	3	4	5	6
	Very un-appealing			Somewhat appealing			Very appealing

/ / SN / X / NA UA / #4 / C

1.31-Q7 How many of each of the following are included in the student materials listed below? Indicate "0," "some," or "many" in each box.

	Color photos	B/W photos	Drawings	Maps	Charts
Text	0	0	0	MANY	MANY
TEST BOOKLET					

/ X / SN / X / NA UA / #4 / C

1.32 Printed Teacher Materials

1.32-Q1 If there is a teacher's guide fill in its title and other information on the first line below. If there are other printed teacher materials, identify them in the first column of the table and give the appropriate information in other columns. If there are more than three items to be described, give the descriptions in the narrative.

	Title	Author	Publisher	Date of Publication
Teacher's Guide	TEACHER'S GUIDE FOR A NEW HISTORY OF THE UNITED STATES: AN INQUIRY APPROACH	BARBARA JUDD	HOLT, RINEHART AND WINSTON, INC.	1969

/ / SN / / NA UA / #4 / C

1.32-Q2 Complete the following table, giving information on the teacher's guide and the other materials (if any) identified in 1.32-Q1.

	Number of pages	Dimensions	Cover: hard, soft, other	Price
Teacher's Guide	351	6¼" x 9½"	SOFT	$3.72

/ / / / / / / #4 /
SN NA UA C

1.32-Q3 Does the teacher's guide include the student text?

/ / X / / / / / / / #4 /
Yes No SN NA UA C

1.32-Q4 through Q10. Information on the following table refers only to the teacher's guide (if any). For each item listed in the first column, indicate by checking "yes" in the second column whether it is contained in the guide. Indicate in subsequent columns the overall quality of the item--ranging from "very poor" to "very good"; whether the reader should refer to your narrative (SN); and your degree of certainty with respect to your judgment about the item.

1.32-Q4 through Q10 asks your overall judgment on the quality of the guide.

		Yes	Very poor 0	1	2	Average 3	4	Very good 5	6	SN	C
1.32-Q4	Rationale for the materials									X	#4
1.32-Q5	Student objectives	X					X				#4
1.32-Q6	Teaching strategies	X				X					#3
1.32-Q7	How to use the materials to meet individual student needs									X	#4
1.32-Q8	Background information to help the teacher understand the materials	X				X				X	#4

		Yes	Very poor 0	1	2	Average 3	4	5	Very good 6	SN	C
1.32-Q9	Other characteristic(s) (specify)									X	#
1.32-Q10	Overall quality of the guide					X					#3

1.33 Other Media

1.33-Q1 Check below the types of media items that are a part of the materials.

Films		Audio-tapes		Artifacts	
Video-tapes		Transparencies	X	Laboratory equipment	
Filmstrips	X	Spirit masters	X	Kits	
Slides		Maps		Other	
Records	X	Charts		PICTURE CARDS	X

/X/ SN / / NA UA / /#4/ C

1.33-Q2 If one or more of the media items are checked, indicate your overall judgment of the substantive quality of these items.

/ / / / / / X / / SN / / NA UA / /#4/ C

0 1 2 3 4 5 6

Very poor — Average — Very good

1.33-Q3 If one or more of the media items are checked, indicate your overall judgment of the physical and technical quality of these items.

/ / / / / / X / / SN / / NA UA / /#4/ C

0 1 2 3 4 5 6

Very poor — Average — Very good

1.33-Q4 For each item checked in 1.33-Q1, write in your narrative a description of the item, indicating all descriptors appropriate to the particular item. For example, number of items, time (for films and tapes), color versus black and white, price, rental cost, etc. Also give a separate judgment for each item with respect to substantive quality and technical quality.

/X/ SN / / NA UA / /#3/ C

1.33-Q5 To what extent are the media other than printed materials an essential and integral part of the total package?

0	1	2	3	4	5	6	SN	NA	UA	C
				X						4

Very little — Somewhat — Very much

1.34 Tests

1.34-Q1 Are student tests on the materials provided? If "yes," indicate the predominant type or types of tests by marking one or more checks on the scale below. If one type of test question predominates, and others are of lesser importance, mark "1" (for most prominent type of test), "2," etc. in the appropriate boxes of the scale.

No tests provided		Short answer		Problems	
Multiple choice	1	Completion		Other	
Essay	2	True-false		(specify)	

SN	NA	UA	C
			4

1.34-Q2 If any tests are provided, describe them further, including: 1) Number of tests and number of items per test; 2) whether the tests are intended to "cover" all of the materials; or, if not, what proportion of materials is covered.

SN	NA	UA	C
X			4

1.34-Q3 What is the cost per student for all available tests?

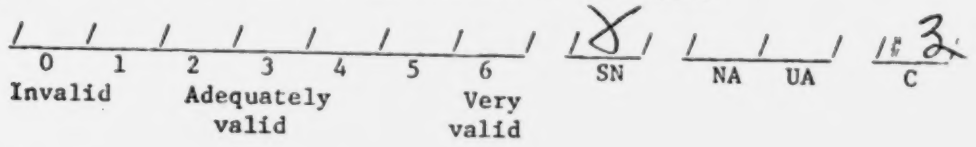
SN	NA	UA	C
X			4

1.34-Q4 Are norms for tests available? If "yes," describe their nature. If they are not supplied with the materials, how can they be obtained?

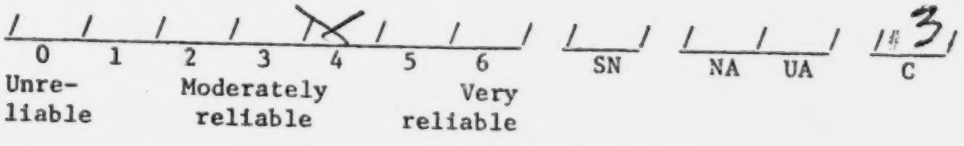
No norms	X
Yes, supplied with materials	
Yes, but not supplied with materials	

SN	NA	UA	C
			4

1.34-Q5 How valid do you judge the tests to be? (Validity of a test indicates that it measures what it is intended to measure.)



1.34-Q6 How reliable do you judge the tests to be? (Reliability refers to the probability that a test will give the same results, regardless of the circumstances under which it was given to a particular student and regardless of who grades it.)



1.35 Costs

1.35-Q1 The calculation of costs for classroom use of curriculum materials is difficult and complex. This question is to help the analyst summarize and analyze the total cost of adopting a particular curriculum materials package. Most or all of the costs summarized here have already been given in Sections 1.31-1.34 and these figures should be used in making computations for this section.

Among other important variables affecting cost calculations are these two: 1) What materials are essential and which are optional? and 2) Are costs to be calculated for the first year of use, or over a period of years of use? The following instructions take account of these two variables. The "Minimum" and "Maximum" columns refer to the costs if only the most essential materials are bought (minimum) and the costs if all materials are bought (maximum). The "First Year" columns refer to the costs if materials are bought and used for only one year. The "Subsequent Years" columns refer to the costs if the non-expendable materials are used for a period of four years.

	First Year		Subsequent Years	
	Minimum	Maximum	Minimum	Maximum
Cost per student				
Text	$ 7.28	$ 7.28	$	$
Tests				
Other printed student material				
Other media				
Total cost per student	$ 7.28	$ 7.28	$ 0	$ 0

	First Year		Subsequent Years	
	Minimum	Maximum	Minimum	Maximum
Cost per classroom				
Teacher's Guide	$ 3.72	$ 3.72	$	$
Other printed teacher's material TEST Booklet	.80	.80		
Other media	180.00	180.00		
Total cost per classroom	$184.52	$184.52	$ 0	$ 0

The analyst should comment freely in the narrative on the assumptions, uncertainties, and qualifications related to his total cost figures.

/X/ SN / / NA UA /#4/ C

1.35-Q2 Are there costs other than those indicated above which a school or school district might incur if these materials are used? For example, might it be necessary to buy unusual equipment or supplies, to give special training to teachers, or to modify school facilities?

/X/ SN / / NA UA /#4/ C

1.4 Dominant Instructional Characteristics

To the extent that materials can influence the course of learning activities, give your best judgments as to the probable effects of these materials in shaping the following dimensions of learning. The use of various teaching strategies is treated much more fully in Section 4.0, Learning Theory and Teaching Strategies.

1.4-Q Describe the dominant types of teaching and learning activities that are prescribed or suggested by these materials.

/X/ SN / / NA UA /#4/ C

1.41 Roles of Teacher and Students

1.41-Q1 How much initiative for undertaking learning activities is taken by students; how much by the teacher?

/ / / / /X/ / / SN / / NA UA /#3/ C

0 1 2 3 4 5 6

Mostly by students — Balanced — Mostly by teacher

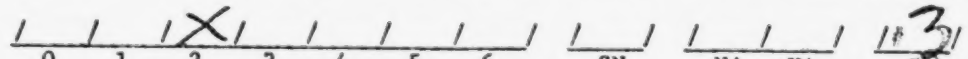
1.41-Q2 How much class time is taken by teacher exposition?

/ / / / /X/ / / SN / / NA UA /#3/ C

0 1 2 3 4 5 6

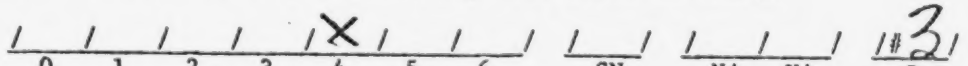
None — Moderate amount — Very much

1.41-Q3 To what extent can students proceed at their own individual paces?

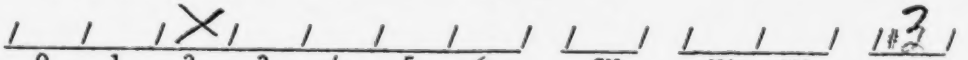


1.42 Types of Learning Activities

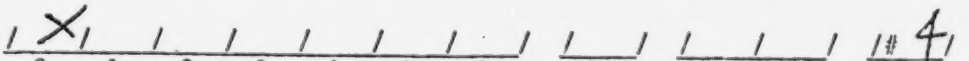
1.42-Q1 How much variety in learning activities is there?



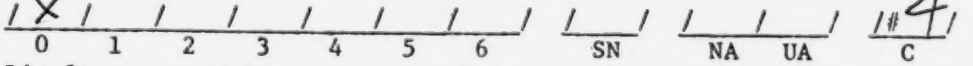
1.42-Q2 How much variety of grouping for classroom activities is there--full class, small groups, individual work, etc.?



1.42-Q3 How much use is made of community resources, brought into the classroom?



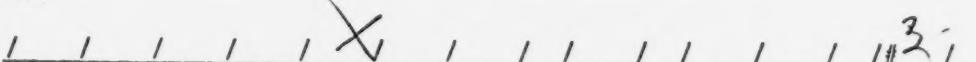
1.42-Q4 How much use is made of community resources, outside the classroom?



1.5 Performance Data Availability

This section gives very brief information on performance data derived from classroom use of the materials. Section 6.0 includes more detailed data.

1.5-Q1 How much information on performance results of these materials is available?



1.5-Q2 If data are available, how unfavorable or favorable are they with respect to the intended results?

0	1	2	3	4	5	6	SN	NA	UA	C
				X						#3

Very unfavorable — Moderately favorable — Very favorable

1.51 Curriculum Project Report(s)

1.51-Q Are there any reports from the project which include performance data on the materials? If yes, describe the report, how it can be obtained, and what the performance data show.

Yes	No	SN	NA	UA	C
	X				#2

1.52 Producer's or Publisher's Report(s)

1.52-Q Are there any reports from the producer or publisher of the materials which include performance data? If yes, describe the report, how it can be obtained, and what the performance data show.

Yes	No	SN	NA	UA	C
	X				#4

1.53 School System Report(s)

1.53-Q Are there any reports from school systems which include performance data? If yes, describe the report, how it can be obtained, and what the performance data show.

Yes	No	SN	NA	UA	C
	X				#2

1.54 Research Report(s)

1.54-Q Are there any research reports which include performance data on these materials? If yes, describe the report, how it can be obtained, and what the performance data show.

Yes	No	SN	NA	UA	C
	X				#2

1.6 References

References cited in this section refer only or primarily to information about the materials themselves. Section 7.32 gives references to the curriculum development project and Section 8.4 cites references which the analyst has found useful in understanding the analysis system and applying it to the materials.

1.6-Q List the one or two most useful references which give information about the materials in addition to the information found in the materials themselves. Give proper bibliographic references, including prices and how the references can be found or obtained.

/X/ SN / / NA UA / #4 / C

1.61 Further References

1.61-Q1 In addition to the citation or citations in 1.6-Q, list other references that give useful information about the materials. Give proper bibliographic references, including prices and how the references can be found or obtained.

/X/ SN / / NA UA / #4 / C

1.61-Q2 In general, how useful are all these references in supplying additional information about the materials?

/ / / / / /X/ / SN / / NA UA / #4 / C

0 1 2 3 4 5 6

Useless — Moderately useful — Very useful

2.0 Rationale and Objectives

In this section the rationale and objectives of the material are described.

The author believes the student is interested in investigating and examining those things which go to make up man's history.

Further, it is his belief that society should foster the opportunities for each individual to develop into an independent thinker and responsible citizen. In this role the student can pursue the goals of society and contribute effectively to them.

2.1-A1

The nature of the individual is that he is capable of investigating and examining things which are part of man's history. By questioning these things the individual is in a position to understand man and his society.

2.1-A2

The author feels that one goal of education which society should foster is to produce independent thinkers and responsible citizens who can take active roles in the democratic system. They should have a rich cultural life and always be able to assimilate new information.

2.12-A

See narrative 2.1-A2

2.14-A

The goal of our society should be to give each individual the opportunity to develop to the limits of his ability.

2.15-A

The author feels that the citizen can influence society and must make choices to help pursue the goals of the society.

2.2-A1

The materials in this project illustrate that knowledge is a total of man's observations of his experience and the student can gain this knowledge by inquiry and the proof process.

2.2-A2

Society and the men who are part of it are the sources of values and man acquires values in a variety of ways. He may get his values from his family, friends, experiences, church, etc. As he learns more about society he also learns more about its values.

* 2.415-Q1

The word "...other" should be"... others"

* 2.416-Q2

"of external criteria" should be underlined

* 2.42-Q1

the scale is confus ng.
specific ---------- ---------- general
shouldn't these poles be reversed?

2.5-A3

The author indicates that "the curriculum does not attempt to instill a particular set of values in students" but by "discussing a value in class without trying to arrive at concensus... each student" is challenged "to think for himself and to reflect upon the validity of values which he has learned". He states that this "clarification gives each child an opportunity to develop his unique value system".

* 2.51

The entire concept of "Valuing" and a description of it was omitted from this section.

2.52-A1

The author accepts a basic ethic of the dignity and worth of the individual. The curriculum raises questions of values consistently. It continually examines different value systems to present students with an opportunity to "pick and choose" from among a wide range of values.
It offers students an opportunity to "examine the role of values in an entire culture" thus enabling them to investigate the relationships of values to the societies from which they grew.
It also gives students opportunities to reflect about whether particular values from the past are pertinent to their own lives.

* 2.53-Q1

the scale is confusing.
specific ---------- ---------- general
shouldn't these be reversed?

* 2.54-Q2

should read "performance objectives" NOT "performances objectives".

* 2.6

The explanation and information about Psychomotor objectives should precede the question 2.6-Q.
It is difficult to answer the question if the explanation of the terminology follows the question.

2.61-A

The perception phase of psychomotor objectives is evident in the audio-visual activities utilized in the course.
The transparency materials placed on a screen by means of an overhead projector are intended to give sensory stimulations which make the student respond. The recordings serve the same purpose. The information or clues thus conveyed to the student cause him to get involved with a particular task.
All of these techniques are used to enable the student to utilize the inquiry approach to learning.

2.0 Rationale and Objectives

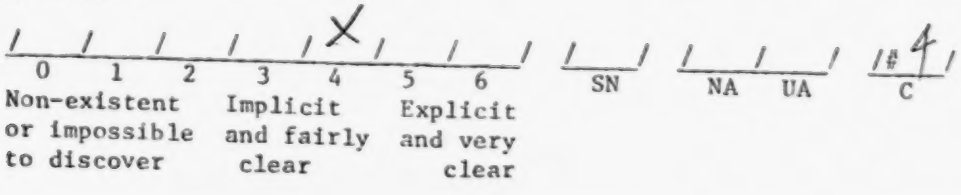
Information. A rationale is a philosophic position on education held by a curriculum developer. It consists of the assumptions and goals which the developer uses as guides and criteria for the selection and ordering of objectives, content, strategies, and evaluation processes in the curriculum. The assumptions include assumptions about the nature of the individual, of society, and of the relationship between the individual and society; also assumptions about the nature of knowledge and values. To the extent that a curriculum is embodied in materials, the rationale also supplies guides and criteria for the materials.

Objectives of curriculum materials are statements that indicate the ways in which students are expected to change their thinking, values, and actions as a result of using the materials. Objectives range from very general to very specific and include both substantive and methodological objectives. Specific objectives are sometimes stated in the form of "behavioral," or "performance," objectives.

Instructions. With respect to all parts of the CMAS, the evidence for answers to questions may be explicitly stated in the materials or other sources, or it may be implicit and necessitate the making of inferences by the analyst, or there may be no evidence at all on which to base an answer. Many of the questions on rationale may put a severe strain on the inferential powers of the analyst and some may have to go unanswered.

After completing Section 2.0, write and insert here an abstract of the section in not more than 100 words. The abstract may contain both descriptive and evaluative statements.

2.0-Q1 Can the author's rationale be found explicitly and clearly in the materials or in other sources available to the analyst? Can it be found implicitly? Does it seem that no rationale exists? Indicate your answer on the following scale.



2.0-Q2 How clear is the author in setting forth his objectives?

0	1	2	3	4	5	6	SN	NA	UA	C
						X				#4

Very obscure — Fairly clear — Very clear

2.0-Q3 To what extent do you, the analyst, agree with the author's rationale and objectives?

0	1	2	3	4	5	6	SN	NA	UA	C
					X					#4

Not at all — To some extent — To great extent

2.1 The Individual and Society

2.1-Q1 What is the nature of the individual and of society, and how are the individual and society related to each other?

SN	NA	UA	C
X			#3

2.1-Q2 What goals should education foster for the individual and for society? To what extent are these goals compatible, to what extent in conflict?

SN	NA	UA	C
X			#3

2.11 Nature of the Individual

2.11-Q1 How much control does the author think individuals have over their own successes and failures?

0	1	2	3	4	5	6	SN	NA	UA	C
				X						#2

Little or none — Moderate amount — Great deal

2.11-Q2 What other assumptions or views does the author have with respect to the nature of the individual?

SN	NA	UA	C
	X		#3

2.111 Innate Morality

2.111-Q Does the author believe that individuals are naturally good (and may be made less good by life experiences), bad (and may be made better by life experiences), or neutral (with goodness and badness being determined by life experiences)?

0	1	2	3	4	5	6	SN	NA	UA	C
			X							#2

Naturally very bad — Naturally neutral — Naturally very good

2.112 Learning Capabilities

2.112-Q To what extent is learning ability fixed and limited at birth, placing narrow limits on the individual's future achievements, according to the author?

0	1	2	3	4	5	6	SN	NA	UA	C
			X							#2

Strictly determined at birth — Moderately flexible — Highly flexible and malleable

2.113 Creativity

2.113-Q To what extent is creativity fixed and limited at birth, placing narrow limits on the individual's future achievements, according to the author?

0	1	2	3	4	5	6	SN	NA	UA	C
			X							#2

Strictly determined at birth — Moderately flexible — Highly flexible and malleable

2.114 Aspirations

2.114-Q To what extent are the individual's aspirations to intellectual, artistic, social, and vocational attainment fixed and limited at birth, according to the author?

0	1	2	3	4	5	6	SN	NA	UA	C
		X								#2

Strictly determined at birth — Moderately flexible — Highly flexible and malleable

2.115 Individual Differences

2.115-Q To what extent must curriculum developers take account of individual differences (in learning capabilities, creativity, aspirations, etc.) in planning learning activities, according to the author?

0	1	2	3	4	5	6	SN	NA	UA	C
					X					#3

Not at all — To some extent — To great extent

2.12 Goals for the Individual

2.12-Q What goals for education of the individual does the author think are most important?

SN	NA	UA	C
X			#3

2.121-Q through 2.1215-Q

To what extent does the author think that a goal of education should be to help students become:

	Not at all 0	1	2	To some extent 3	4	5	To great extent 6
2.121-Q Scholars and creators of knowledge?			X				
2.122-Q Skilled in scientific method?							X
2.123-Q Learners of existing knowledge?						X	
2.124-Q Acceptors of existing knowledge?				X			
2.125-Q Questioners of existing knowledge?							X
2.126-Q Learners of existing values?					X		
2.127-Q Acceptors of existing values?			X				
2.128-Q Questioners of existing values?							X
2.129-Q Solvers of personal problems?					X		
2.1210-Q Solvers of social problems?					X		
2.1211-Q Social activists?						X	
2.1212-Q Appreciators of the good, the true, and/or the beautiful?						X	
2.1213-Q Skilled in finding and holding jobs?					X		
2.1214-Q Creative, divergent thinkers?							X
2.1215-Q Social scientists?			X				

/ SN / / NA / UA / 3 / C

2.13 Nature of Society

2.13-Q What is the general nature of society? Is it good or bad? Flexible or rigid?

/ / / X / / #3 /
SN NA UA C

2.131 Innate Morality

2.131-Q To what extent is society naturally or innately good or bad, according to the author?

/ / / / / / / / / / / X / / #2 /
0 1 2 3 4 5 6 SN NA UA C
Innately very bad — Neutral — Innately very good

2.132 Flexibility

2.132-Q To what extent is society flexible and easy to change?

/ / / / X / / / / / / / / #2 /
0 1 2 3 4 5 6 SN NA UA C
Rigid and difficult to change — Moderately flexible — Very flexible

2.133 Range of Choice of Types of Society

2.133-Q Is there a limited number of types of society--for example, democracy, communism, and anarchy--among which man may (or must?) choose? Or is there an unlimited number of types of society from which man may choose?

/ / / / X / / / / / / / / #2 /
0 1 2 3 4 5 6 SN NA UA C
Very few types — Moderate number — Unlimited number

2.14 Goals with Respect to Society

2.14-Q What are the goals or purposes of society, and what should they be, according to the author?

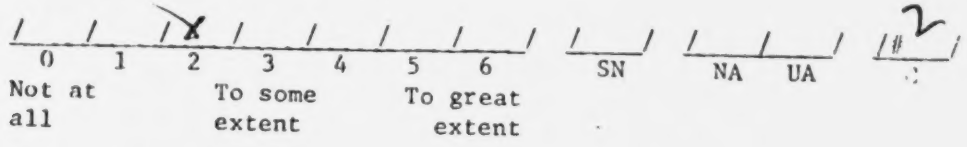
/ X / / / / / #3 /
SN NA UA C

2.141 Continuity and Stability

2.141-Q1 To what extent is society used to create and maintain continuity and stability, according to the author?

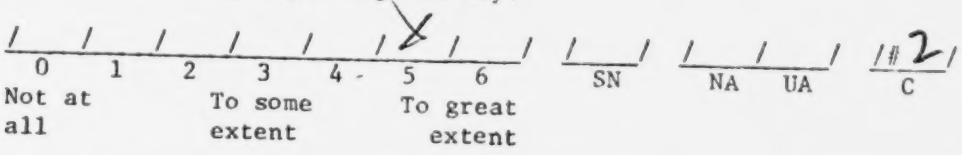
/ / / / / / X / / / / / / / #2 /
0 1 2 3 4 5 6 SN NA UA C
Not at all — To some extent — To great extent

2.141-Q2 To what extent should society be used to create and maintain continuity and stability?

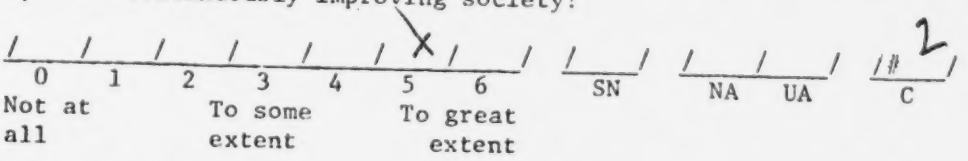


2.142 Criticism and Improvement

2.142-Q1 To what extent is criticism of and change in society fostered, in the hope of continuously improving society?

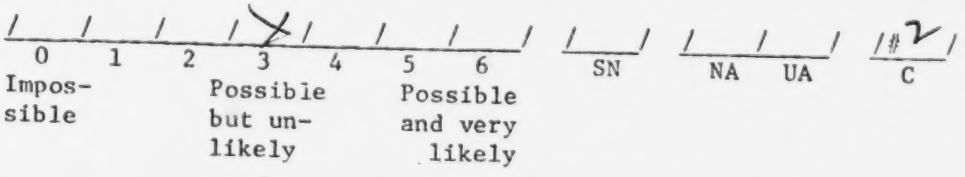


2.142-Q2 To what extent should criticism of and change in society be fostered, in the hopes of continuously improving society?



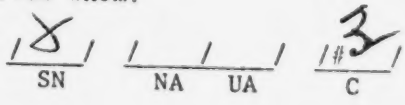
2.143 Utopian Potential

2.143-Q How likely is it that society can and will eventually approach a Utopian state?



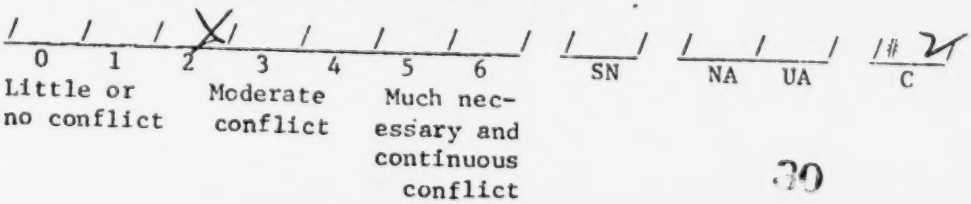
2.15 Relationship of the Individual to Society

2.15-Q What relationships does the author believe exist between society and the individual? Who influences whom? Who serves whom?



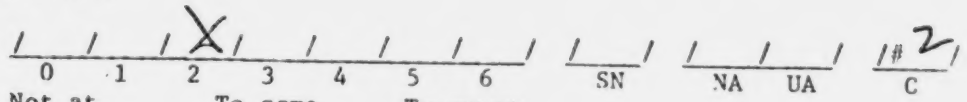
2.151 Conflict Between Society and the Individual

2.151-Q To what extent is the individual necessarily and continuously in conflict with society, according to the author?

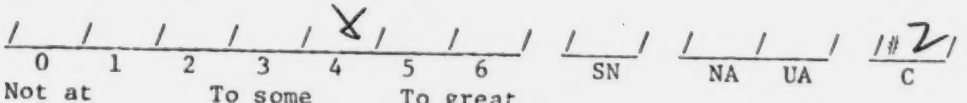


2.152 Society as Aid to Individual

2.152-Q1 To what extent does society facilitate achievement of the goals of the individual?

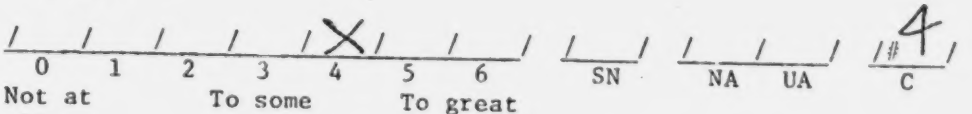


2.152-Q2 To what extent should society facilitate achievement of the goals of the individual?

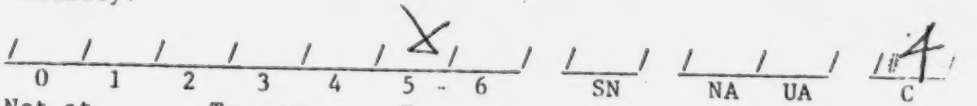


2.153 Individual as Aid to Society

2.153-Q1 To what extent does the individual facilitate achievement of the goals of society?

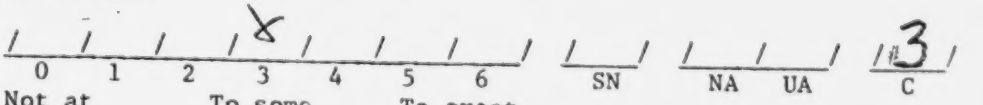


2.153-Q2 To what extent should the individual facilitate achievement of the goals of society?



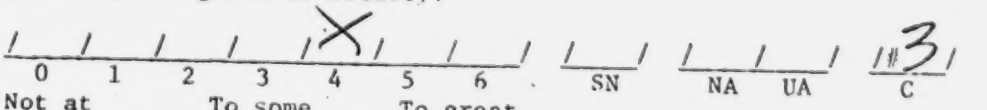
2.154 Influence of Society on the Individual

2.154-Q To what extent does society shape the knowledge, values, and actions of the individual?



2.155 Influence of the Individual on Society

2.155-Q To what extent does the individual influence the form, modes of operations, actions, and goals of society?



2.2 Knowledge and Values

2.2-Q1 What is the author's view about the source or sources of knowledge and about how man acquires knowledge?

/X/ / / /#3/
SN NA UA C

2.2-Q2 What is the author's view about the source or sources of values and about how man acquires values?

/X/ / / /#2/
SN NA UA C

2.21 Nature of Knowledge

Information. Competing views about the nature of man and the universe have flourished in the Western world in the 19th and 20th centuries, some of them dating back to ancient Greece. Such philosophic positions typically deal with the nature of reality (metaphysics), of knowledge (epistemology), and of values (axiology); they have clear implications for education, which have been spelled out by educational theorists. The three philosophical views which are described briefly below were selected because they represent a wide range of views and imply especially clear and divergent courses of action in curriculum development.

Idealism: Knowledge and values exist independently of man and of human experience; they are absolute and changeless. Man's task is to learn about such knowledge and values and to use them as guides for his life.

Pragmatism: Knowledge and values are derived from human experience and their validity is judged by how well they seem to serve man's purposes; hence they are relative and changeable.

Existentialism: Knowledge and values are very personal matters for each individual. Personal awareness and choice-making are the focus of man's existence.

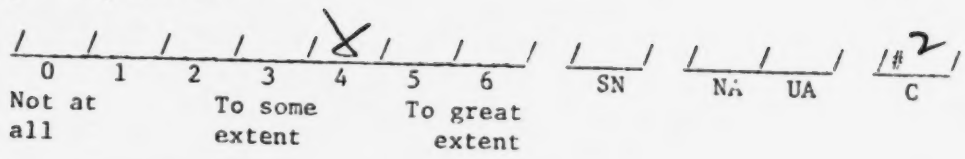
2.21-Q1 through 2.21-Q4

With respect to knowledge, to what extent can the author's position be identified with any or all of these philosophical positions?

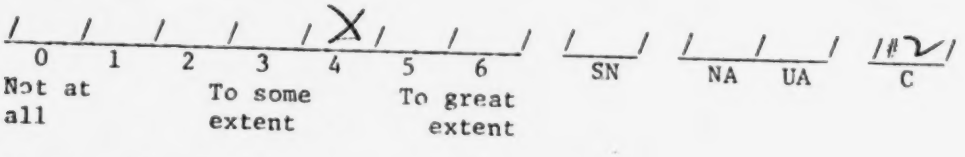
2.21-Q1 Idealism:

/ /X/ / / / / / / / / /#2/
0 1 2 3 4 5 6 SN NA UA C
Not at all To some extent To great extent

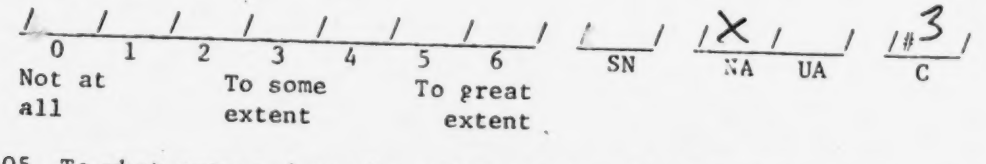
2.21-Q2 Pragmatism:



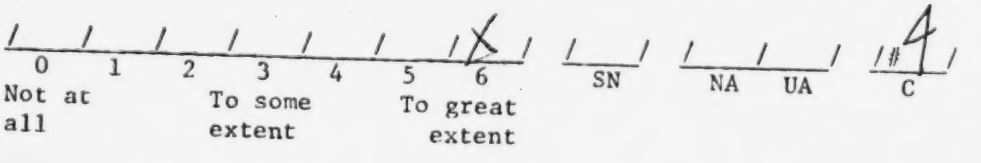
2.21-Q3 Existentialism:



2.21-Q4 Other (specify):



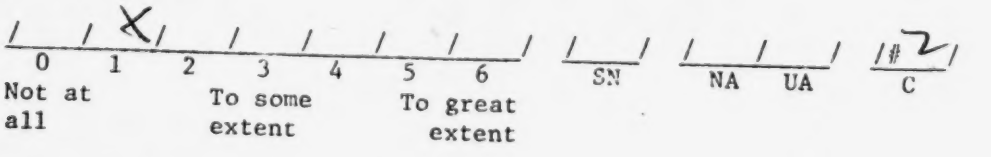
2.21-Q5 To what extent does the author stress the importance and usefulness of scientific method (systematic measurement, data collections, hypothesis formation, hypothesis testing, etc.) for discovering and testing the validity of knowledge?



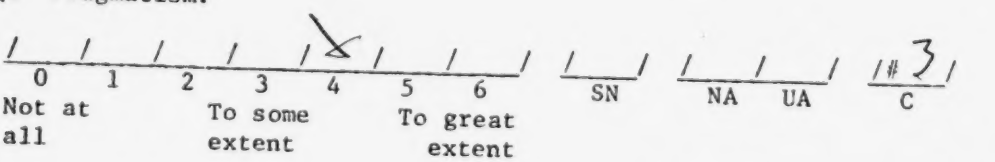
2.22 Nature of Values

With respect to values, to what extent can the author's position be identified with any or all of these philosophical positions?

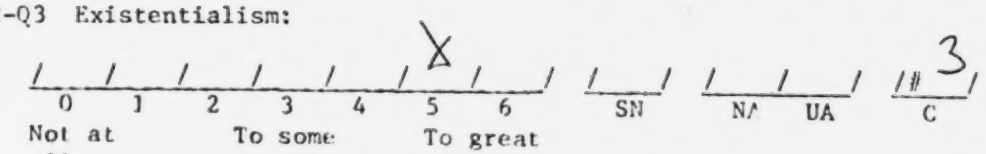
2.22-Q1 Idealism:



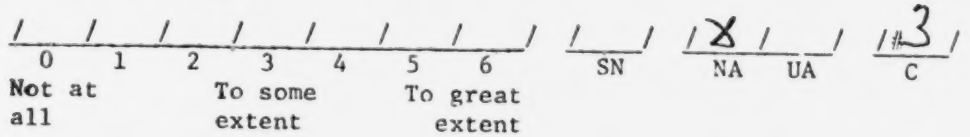
2.22-Q2 Pragmatism:



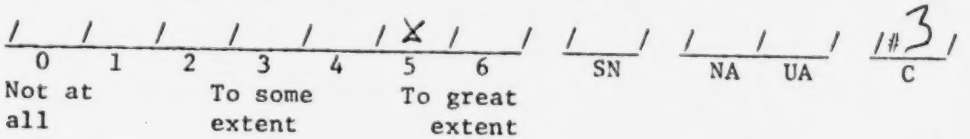
2.22-Q3 Existentialism:



2.22-Q4 Other (specify):



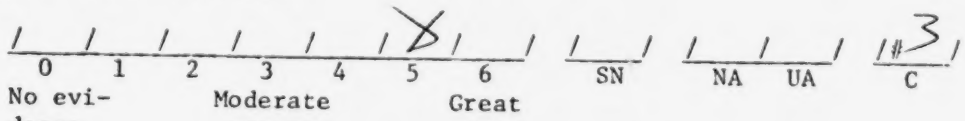
2.22-Q5 To what extent does the author stress the importance of rational thought in discovering and testing the validity of values?



2.3 Existence and Use of a Rationale

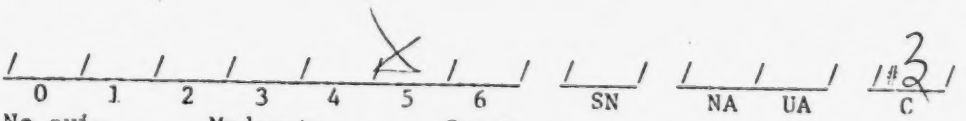
Information. If the curriculum materials are based on a rationale, as defined in 2.0 above, then they should contribute to achievement of the goals for the individual and society, as the author sees them. Development of the materials should also have been guided by the author's views about the nature of the individual, society, knowledge, and values.

2.3-Q How much evidence is there that the development of the materials was guided by a clear rationale?

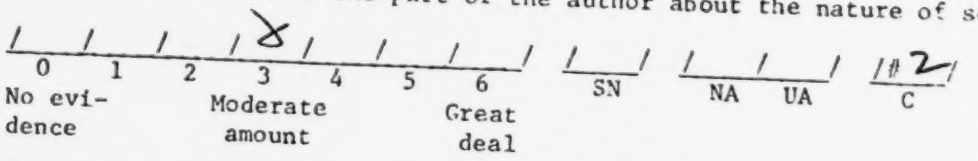


2.31 Nature of the Individual and of Society

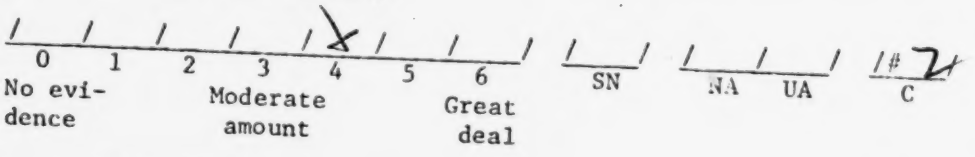
2.31-Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of the individual?



2.31-Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of society?

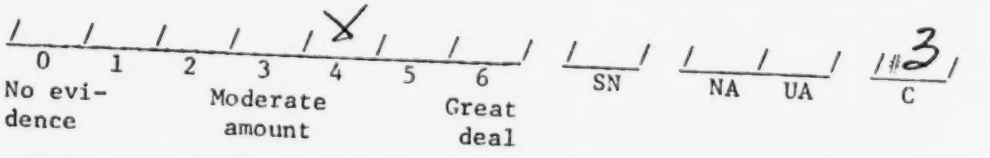


2.31-Q3 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the relationship between the individual and society?

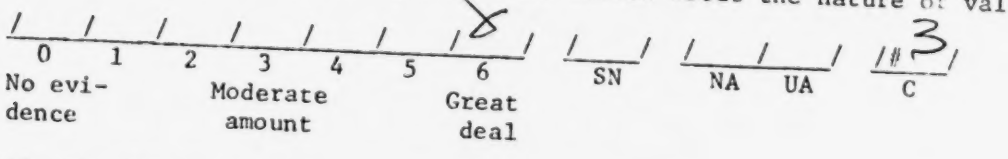


2.32 Nature of Knowledge and Values

2.32-Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of knowledge?

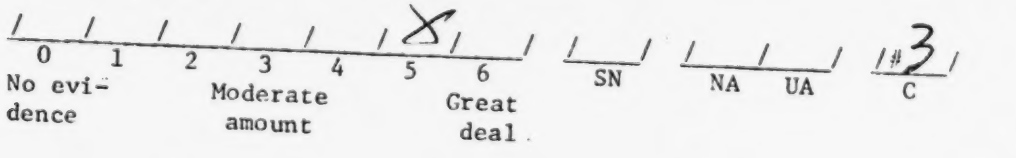


2.32-Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of values?

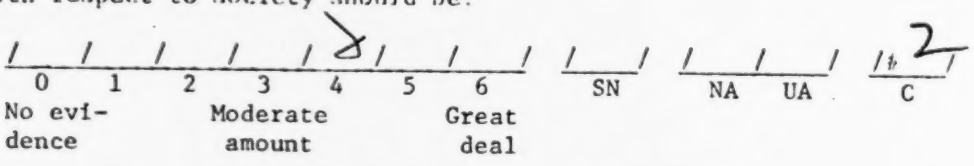


2.33 Goals for the Individual and Society

2.33-Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about what the goal or goals for individuals should be?

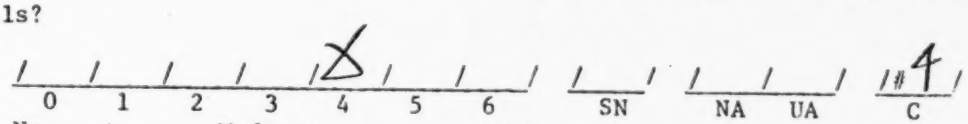


2.33-Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about what the goal or goals with respect to society should be?

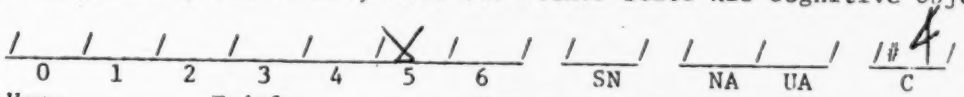


2.4 Cognitive Objectives

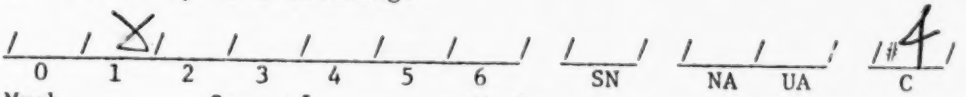
2.4-Q1 To what degree are cognitive content objectives emphasized in the materials?



2.4-Q2 In general, how clearly does the author state his cognitive objectives?



2.4-Q3 What is the author's relative emphasis on memorization, as opposed to critical and analytical thinking?



2.41 Taxonomy of Cognitive Objectives

Information. In several parts of the CMAS, beginning with this section, use is made of the TAXONOMY OF EDUCATIONAL OBJECTIVES: HANDBOOK I: COGNITIVE DOMAIN, edited by Benjamin S. Bloom (New York: David McKay, 1956). The taxonomy is used as presented by Bloom, except that "memory" is substituted for "knowledge" to describe the first level of objectives. The analyst should acquire some familiarity with Bloom's book.

The categories of the Bloom taxonomy are cumulative, in that each objective depends for its accomplishment on all of the preceding objectives and each is more complex and difficult than the preceding objectives.

Brief descriptions of the six major categories of the Bloom taxonomy are given below, to serve as a basis for analytical questions in this and subsequent sections.

Memory ("knowledge" in the Bloom taxonomy): The recall or remembering of facts, dates, rules, principles, patterns, methods, generalizations, theories, etc.

Comprehension: Understanding or apprehending what is being communicated, including the ability to translate and interpret the communications but not necessarily to understand all their implications or to relate them to other things.

Application: Using facts, rules, methods, theories, etc. in new concrete situations.

Analysis: Breaking something down into its constituent parts, so that the parts can be identified and the interrelationships of the parts understood.

Synthesis: Putting things together to form a new entity, such as a new idea, plan, hypothesis, or set of relationships.

Evaluation: Making quantitative and qualitative judgments about the extent to which observed phenomena meet stated standards or criteria

Whereas it is usually easy to distinguish memory-level objectives from the "higher"-level objectives of the Bloom taxonomy, it is often difficult to distinguish among the higher-level objectives, comprehension through evaluation. Norris M. Sanders suggests (page 6 in Classroom Questions: What Kinds?) that the term "critical thinking," which has had much currency in education, can be closely identified with all of the five cognitive levels above memory. This terminology is used in parts of the CMAS as a simplifying or alternative supplement to the six-level Bloom taxonomy. Note that Bloom also uses a term--"intellectual abilities and skills"--to designate the upper five levels of the taxonomy as a group, thus emphasizing the distinction between the first level and all the other levels.

In general, to what extent do the materials specifically point toward achievement of each of the following cognitive levels?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.41-Q1 Memory			X				
2.41-Q2 Comprehension					X		
2.41-Q3 Application						X	
2.41-Q4 Analysis						X	
2.41-Q5 Synthesis						X	
2.41-Q6 Evaluation						X	
2.41-Q7 Critical Thinking						X	

/ / SN / / NA UA / 3 / C

2.411 Memory

All but one of the categories (Application) in the Bloom taxonomy is broken down into finer categories, the names of which are self-explanatory. These finer categories are used as the basis for questions in this and the following sections.

To what extent do the materials specifically point toward achievement of the following memory objectives?

	Little or none 0	1	To a moderate extent 2	3	4	5	To a great extent 6
2.411-Q1 Memory of specifics such as terminology and facts			X				
2.411-Q2 Memory of ways and means of dealing with specifics such as rules, processes, classifications, criteria, and methodology					X		
2.411-Q3 Memory of universals and abstractions, such as principles, generalizations, structures, and theories						X	

/ / SN / / / NA UA / #3 / C

2.412 Comprehension

To what extent do the materials specifically point toward achievement of the following comprehension objectives?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.412-Q1 Translation into other words or other communication forms				X			
2.412-Q2 Interpretation, such as explaining or summarizing a communication						X	
2.412-Q3 Extrapolation; extending trends or tendencies beyond given data						X	

/ / SN / / / NA UA / #3 / C

2.413 Application

2.413-Q To what extent do the materials specifically point toward achievement of the application objective?

0	1	2	3	4	5	6	SN	NA	UA	C
					X					#3

Little or none — To a moderate extent — To a great extent

2.414 Analysis

To what extent do the materials specifically point toward achievement of each of the following analysis objectives?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.414-Q1 Analysis of elements; breakdown into constituent parts					X		
2.414-Q2 Analysis of relationships; connections and interactions between elements and parts					X		
2.414-Q3 Analysis of organizational principles; structures and arrangements which hold the parts together					X		

SN	NA	UA	C
			#3

2.415 Synthesis

To what extent do the materials specifically point toward achievement of each of the following synthesis objectives?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.415-Q1 Production of a unique communication, conveying ideas, feelings, or experiences to others						X	
2.415-Q2 Production of a plan, or proposed set of operations, to fulfill requirements of a specified task						X	

	Little or none 0	1	To a moderate extent 2	3	4	5	To a great extent 6
2.415-Q3 Derivation of a set of abstract relationships to explain data or phenomena; hypothesizing							X

/ / SN / / NA UA / #3 / C

2.416 Evaluation

To what extent do the materials specifically point toward achievement of each of the following evaluation objectives?

	Little or none 0	1	To a moderate extent 2	3	4	5	To a great extent 6
2.416-Q1 Judgments in terms of internal evidence, such as logic and consistency					X		
2.416-Q2 Judgments in terms of external criteria set or selected by the student					X		

/ / SN / / NA UA / #3 / C

2.42 General and Specific Objectives

2.42-Q1 Overall, how general or specific are the cognitive objectives of the materials?

/ / / X / / / / / SN / / NA UA / #2 / C

0 1 2 3 4 5 6

Very specific — Moderately specific or general — Very general

2.42-Q2 From the standpoint of the teacher who will use the materials, how sound and useful are the cognitive objectives stated in the materials?

/ / / / / X / / / SN / / NA UA / #3 / C

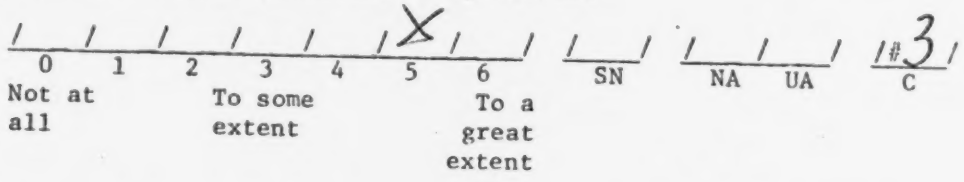
0 1 2 3 4 5 6

Very poor — Fairly good — Very sound and useful

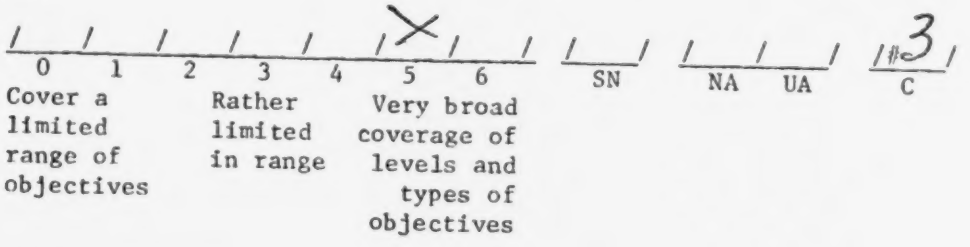
2.43 Performance Objectives

Information. "Performance " or "behavioral" objectives specify 1) what a learner must do to demonstrate that he has achieved an objective; 2) the conditions under which the demonstration is to take place; and 3) how well the learner must perform.

2.43-Q1 In general, to what extent are the cognitive objectives of the materials stated in terms of performance objectives?



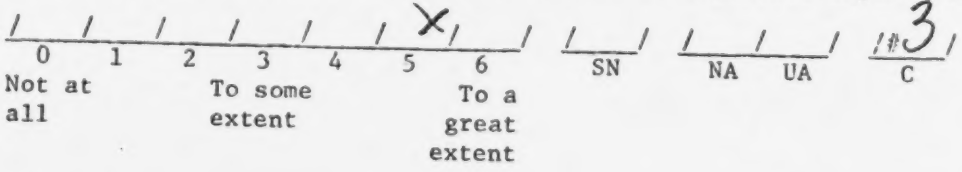
2.43-Q2 If there are performance objectives, do they cover a broad range of cognitive objectives or are they concentrated on certain levels or types of objectives?



2.44 Skill Development

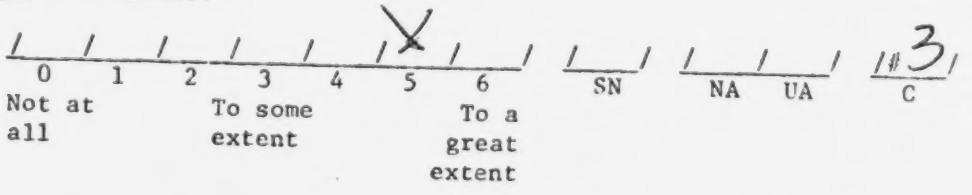
Information. "Skill" refers to the ease or facility with which a learned activity can be performed.

2.44-Q To what extent do the materials contain activities, incentives, and/or instructions for building skill in the performance of cognitive objectives?



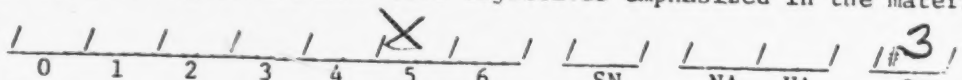
2.45 Consistency with Rationale

2.45-Q To what extent are the author's cognitive objectives consistent with his rationale--that is, consistent with his views about the individual, society, knowledge, and values?



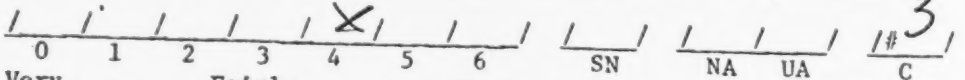
2.5 Affective Objectives

2.5-Q1 To what degree are affective objectives emphasized in the materials?



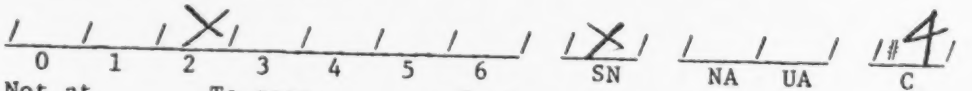
No emphasis — Moderate emphasis — Much emphasis

2.5-Q2 How clearly does the author state his affective objectives?



Very obscurely — Fairly clearly — Very clearly

2.5-Q3 To what extent does the author attempt to have students take positive and committed stand on values?



Not at all — To some extent — To a great extent

2.51 Taxonomy of Affective Objectives

Information. In several parts of the CMAS, beginning with this section, use is made of the TAXONOMY OF EDUCATIONAL OBJECTIVES: HANDBOOK II: AFFECTIVE DOMAIN, by David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia (New York: David McKay, 1964). The analyst should acquire some familiarity with this book. The brief descriptions of the five major categories of the Krathwohl taxonomy are given below, to serve as a basis for analytical questions in this and subsequent sections. The categories of the taxonomy are cumulative, in that each objective depends for its accomplishment on all of the preceding objectives and each represents a higher level of engagement or involvement.

Receiving: Being aware of, or paying attention to, the intended subject matter.

Responding: Interacting with the subject matter in a minimal or moderate way.

Organization: Putting individual values into a system that establishes their relationships to each other.

Characterization: Completing the process of adopting and internalizing a set of values so that they become an integral part of a person's character.

It is possible that authors' affective objectives are more difficult to ascertain than their cognitive objectives. Nevertheless, the analyst should indicate

to the best of his ability the extent to which the materials specifically point toward achievement of each of the following affective levels.

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.51-Q1 Receiving						X	
2.51-Q2 Responding						X	
2.51-Q3 Valuing						X	
2.51-Q4 Organization						X	
2.51-Q5 Characterization						X	

/X/ SN / / NA / / UA /#3/ C

2.52 Value Postures

Information. Some authors claim that they are not, or should not, be concerned with values; they may claim that their materials are "value-free." Even when such a position is taken, it is likely that the materials will contain implicit positions on values.

The following four positions on values can be identified. (They overlap the Krathwohl taxonomy somewhat, but only partially.)

Indoctrination: Conveying attitudes, beliefs, and values without examining the reasons for them or alternatives to them.

Clarification: Making values and value systems of individuals clear, without attempting to change them.

Analysis: Examining values in order to learn what has caused them to be formed, how they are related to each other, and what their implications are.

Commitment: Encouraging individuals to take clear stands on value issues and to defend and act on those values.

2.52-Q1 Does the author intend that his materials be "value-free" or does he clearly intend to deal with values?

/ / / / / X / / / X / SN / / NA / UA /#4/ C

0 Value-free 1 2 3 Some attention to values intended 4 5 6 Much attention to values intended

To what extent do the materials point toward achievement of the following value goals?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.52-Q2 Indoctrination		X					
2.52-Q3 Clarification			X				
2.52-Q4 Analysis						X	
2.52-Q5 Commitment							X

/ / SN / / / NA UA / #3 / C

2.53 General and Specific Objectives

2.53-Q1 Overall, how general or specific are the affective objectives of the materials?

/ / / / / X / / / / SN / / / NA UA / #3 / C

0 1 2 3 4 5 6

Very specific — Moderately specific or general — Very general

2.53-Q2 From the standpoint of the teacher who will use the materials, how sound and useful are the affective objectives stated in the materials?

/ / / / / / X / / / SN / / / NA UA / #3 / C

0 1 2 3 4 5 6

Very poor — Fairly good — Very sound and useful

2.54 Performance Objectives

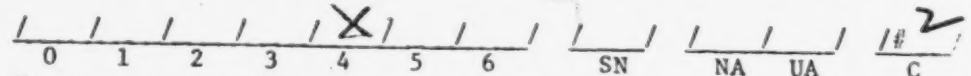
2.54-Q1 To what extent are the affective objectives of the materials stated in terms of performance objectives?

/ / / / / X / / / / SN / / / NA UA / #3 / C

0 1 2 3 4 5 6

Not at all — To some extent — To a great extent

2.54-Q2 If there are performance objectives, do they cover a broad range of affective objectives or are they concentrated on certain levels or types of objectives?



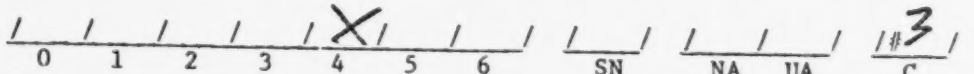
0 Cover a very limited range of objectives

3 Rather limited range

6 Very broad coverage of levels and types of objectives

2.55 Consistency with Rationale

2.55-Q To what extent are the author's affective objectives consistent with his rationale--that is, consistent with his views about the individual, society, knowledge, and values?



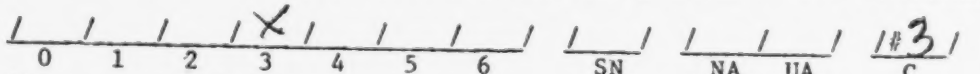
0 Very inconsistent

3 Fairly consistent

6 Very consistent

2.6 Psychomotor Objectives

2.6-Q To what extent are psychomotor objectives present in the materials?



0 Not at all

3 To a moderate extent

6 To a great extent

2.61 Details of Psychomotor Objectives

Information. While psychomotor objectives may not play a prominent role in social science education, they are included here for the sake of completeness. These objectives may be of importance for some social studies activities in the elementary grades. Also, at any grade level, social studies may be combined with subjects in which psychomotor objectives are important, such as art and physical education.

Following the work of Elizabeth Simpson, the following major categories of psychomotor objectives can be identified. As with the cognitive and affective taxonomies, these objectives are cumulative.

Perception: Receiving sensory stimulation, selecting cues that are relevant to the task at hand, and using the cues as aids to perform the task.

Set: A preparatory adjustment or readiness for action, including mental, physical, and emotional sets.

Guided response: First steps in performing a psychomotor objective; done consciously, mostly through imitation and trial and error.

Habitual response: Habitual and semi-automotive performance; done with confidence; possibly combining several responses.

Complex overt response: Easy, efficient performance, combining (if appropriate) a number of responses into a complex set.

2.61-Q Give a general description of the psychomotor objectives in the materials, including, if appropriate, references to the elements of the psychomotor taxonomy.

SN	NA	UA	C
18			2

3.0 Content

In this section the content of the materials is examined. It is found that the author believes the social sciences should be taught early in a student's career. Since he believes that analytical questioning and inquiry are the heart of history, much emphasis has been placed on this in the materials.

In cognitive content the author places little emphasis on generalizations because students must be able to build new generalizations and not live in the future with only previous generalizations and knowledge.

As far as affective content the material consistently raises questions of values and affords students the opportunity to reflect upon them.

* 3.1-Q1

No definition of theory here. It is, however, found later in 3.114.

3.11-A1

The social sciences, according to the author, should be taught early in the school sequence. They offer many useful analytical questions for historical investigation. These questions can be drawn from the work of other social scientists.

3.11-A2

The author views history as something R.G. Collingwood has defined with these four points:

(1) History is a kind of research or inquiry
(2) The object of history as a discipline is to find out about the actions of people who have lived in the past
(3) The historian proceeds by interpreting evidence
(4) Studying history is useful because it can encourage reflective thinking leading to human self-knowledge.

The author feels that analytical questioning and inquiry are the heart of history.

3.111-A1

The author defines a fact as a statement about a person, event, etc. which meets the tests for historical credibility.

3.111-A2

The author sees facts used to help the student solve new problems or cope with new experiences.

3.112-A1

The author views a concept as a category which is useful as a basis for a classification system.

3.112-A2

He hopes to teach students the meaning of key procedural concepts and introduce them to their use in investigations in the social studies.

3.112-A3

There are many major concepts which are important among them are: leadership, decision-making, ideology, citizenship, scarcity, distribution, role, status, culture change, values, historical topics, historical definition.

3.113-A1

A generalization is, according to the author, a statement about past or present society which explains two or more facts and meets the tests imposed by a method of inquiry.

3.113-A2

Generalizations are one legitimate way to think about structure because they do define the investigated subject matter and they do control its inquiries but, the author states, they don't do either task well.

3.113-A3

The author feels that lists of generalizations are inert. They become ends in themselves. It is extremely difficult to remember the many generalizations identified by Hanna and others. These generalizations don't help the students learn the process by which social scientists develop a generalization. Therefore, it is the process that is important. Students must be able to help build new generalizations and not live in the future with only previous generalizations and knowledge.

3.114-A1

Theory as viewed by the author is a generalization which is so well documented and accepted that a piece of evidence which seems to contradict it is assumed wrong until another more encompassing theory can be developed to explain both the old and the new evidence.

3.115-A

See narrative 3.11-A2.

* 3.12-Q2

A definition of "constructs" should appear sometime before this.

3.12-A5

The major processes emphasized are student use of inquiry skills, based on the author's six step "mode of inquiry".

3.122-A4

See narrative 3.112-A3.

3.123-A4

See narrative 3.113-A3.

3.126-A1

See narrative 3.11-A2.

3.2-A1

The curriculum accepts as a basic ethic the dignity and worth of the individual. But it does not attempt to instill a particular set of values in students.

However the curriculum consistently raises questions of values. The course examines value systems of men throughout history in order to introduce students to a wide range of values from which they may pick and choose. It examines relationships of values to the societies from which these values grew teaching students to examine the role of values in an entire culture. It gives students opportunities to reflect about whether particular values from past societies are pertinent to their own lives.

3.21-A1

By raising questions of values the content continually affords the student the opportunity to reflect upon substantive values.

3.21-A2

In all areas of conflict, problems, and dilemmas, particularly of a comparative nature, students are confronted with value questions.

3.22-A2

See narrative 3.21-A2.

3.0 Content

Information. In this section the concern is with what content-related changes are intended in the knowledge, attitudes, and behavior of the student through the use of the materials being analyzed. As a result, this section is broken down into cognitive content and affective content. Cognitive content is concerned with examining the facts, concepts, generalizations, structure(s), and theory(ies) presented in the materials. Affective content is concerned with examining the presence of values and attitudes in the materials, and the affective levels of commitment to which the materials aspire.

Instruction. After completing Section 3.0, write and insert here an abstract of the section in not more than 100 words.

3.1 Cognitive Content

3.1-Q1 How useful does the author view each of the following to be in explaining his discipline?

For analytical purposes, the analyst can refer to the following definitions:

A fact is a unique thing or event that exists in the real world.

A concept is an idea generalized from particular facts. The essence of a concept is its unity, its oneness. A useful concept should identify a cluster of properties that usually go together and that have a meaningful relationship to each other. The usefulness of a concept depends partly on its general acceptance, partly on its communicability--but most importantly on its relationship to a larger body of knowledge.

A generalization is a statement of a relationship between two or more concepts. Most useful generalizations are universally applicable and can be used for prediction purposes. Useful generalizations are desirable knowledge.

A structure is the arrangement and interrelationship of concepts within a whole. The concepts of a structure define the investigated subject matter of a discipline and function as a guide to inquiry.

	0	1	2	3	4	5	6
Facts					X		
Concepts						X	
Generalizations						X	
Structures							X
Theories						X	
	Useless		Moderately useful			Extremely useful	

/X/ SN / / NA UA / #2 C

3.1-Q2 What discipline(s) is (are) emphasized in the materials?

Anthropology	
Economics	
Geography	
History	X
Political Science	X
Psychology	
Sociology	
Social Psychology	
Interdisciplinary	
Multidisciplinary	

/ / / / / #3 /
SN NA UA C

3.1-Q3 What other subject areas are emphasized?

/ / / X / / / #3 /
SN NA UA C

3.1-Q4 Would you judge the overall cognitive content of the materials to be biased?

/ / / / / / X / / / / / / #2 /
0 1 2 3 4 5 6 SN NA UA C
Extremely biased — Somewhat biased — Extremely unbiased

3.1-Q5 What is the substantive quality of the cognitive content?

/ / / / / / X / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C
Very poor — Fair — Very good

3.1-Q6 How would you judge the overall affective content of the materials?

/ / / / / X / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C
Extremely value laden — Balanced — Value free

3.1-Q7 Do the materials emphasize the affective or cognitive content?

/ / / / / X / / / / / / #4 /
0 1 2 3 4 5 6 SN NA UA C
A great deal of affective content — A balance — A great deal of cognitive content

3.1-Q8 To what extent is the author's view of his discipline consistent with the cognitive content in his curriculum materials?

/ / / / / X / / / / / / 3 /
0 1 2 3 4 5 6 SN NA UA C

Totally inconsistent — Moderately consistent — Extremely consistent

3.11 Author's View of Subject

In this section, the analyst is concerned with the author's view of his discipline and other related disciplines, separate and apart from the curriculum materials. Information for this section will be found in journal articles, position papers, books, and other similar sources. This information is not obtained from an examination of the package of curriculum materials.

3.11-Q1 How does the author view his broad subject area (e.g., social science)?

/ X / / / / 3 /
SN NA UA C

3.11-Q2 How does the author view his specific discipline (e.g., economics)?

/ 8 / / / / 4 /
SN NA UA C

3.111 Facts

3.111-Q1 How does the author define facts?

/X/ / / / /#4/
SN NA UA C

3.111-Q2 How does the author use facts?

/X/ / / / /#4/
SN NA UA C

3.112 Concepts

3.112-Q1 How does the author define a concept?

/X/ / / / /#4/
SN NA UA C

3.112-Q2 How does the author use a concept?

/X/ / / / /#4/
SN NA UA C

3.112-Q3 What does the author view as the major concepts of his discipline?

/X/ / / / /#3/
SN NA UA C

3.113 Generalizations

3.113-Q1 How does the author define a generalization?

/X/ / / / /#4/
SN NA UA C

3.113-Q2 How does the author use a generalization?

/X/ / / / /#4/
SN NA UA C

3.113-Q3 Are there any generalizations that the author views as essential for understanding his discipline?

/ /X/ /X/ / / / /#4/
Yes No SN NA UA C

3.114 Theory

For analytical purposes, the analyst can refer to the following definition: A theory is a general statement about relationships among facts. The facts that are a part of a theoretical statement are not isolated facts, but facts classified or generalized into concepts. A theory is a structure of concepts. It states a relationship--often a causal relationship--among the concepts. A theory is something more than a structure; it is an explanation of how a structure works. Theory guides and is related to the whole body of scientific inquiry. Concepts are the building blocks of theory and a theory can be no better than the concepts with which it is constructed. Conversely, concepts

are no better than the theories to which they lead. A structure of knowledge, which relates concepts to each other, can only be justified by its role in facilitating sound theories. By specifying what concepts are related and how they are related, one is better able to make predictions about real world phenomena. Theories come at several levels of generality. Generalizations, much used in curriculum work, are theories of limited scope--small theories, pieces of theory. Some theories about limited parts of reality, which become very firmly established, are called laws. A theory can be an overarching structure of an entire discipline.

3.114-Q1 How does the author define theory?

/X/ / / / #4 /
SN NA UA C

3.114-Q2 How does the author use theories?

/ / / X / / #2 /
SN NA UA C

3.114-Q3 Are there any theories the author views as essential for understanding his discipline?

/ / X /
Yes No

/ / / / / #2 /
SN NA UA C

3.115 Major Processes

For analytical purposes, the analyst can refer to the following definition: A process is a particular method for doing something, generally involving a number of steps or operations.

3.115-Q What does the author view as the major processes of his discipline?

Sampling	
Observing	
Measuring	
Discovering	X
Generalizing	
Verifying	X

/X/ / / / #3 /
SN NA UA C

3.12 Cognitive Content of Curriculum Materials

3.12-Q1 What disciplines are emphasized and to what extent is each emphasized?

	0 No emphasis	1	2	3 Some emphasis	4	5	6 Great emphasis
Anthropology		X					
Economics							X
Geography						X	
History							X
Political Science							X
Psychology		X					
Sociology						X	
Social Psychology		X					
Inter-disciplinary							
Multi-Disciplinary							

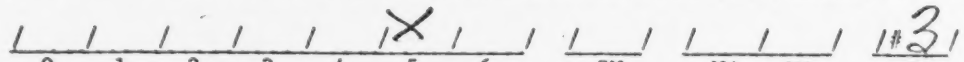
/ / SN / / / NA UA / #3 / C

3.12-Q2 To what extent do the curriculum materials use the following tools?

	0 No use	1	2	3 Some use	4	5	6 Great use
Facts					X		
Concepts					X		
Generaliza-tions		X					
Structures						X	
Theory(ies)	X						
Constructs				X			

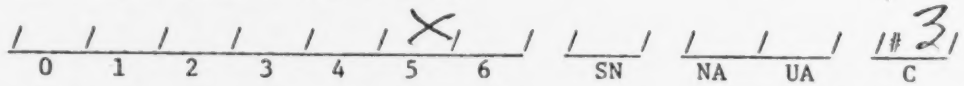
/ / SN / / / NA UA / #3 / C

3.12-Q3 To what extent does the content give an accurate picture of reality?

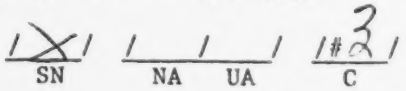


Extremely inaccurate — Somewhat accurate — Extremely accurate

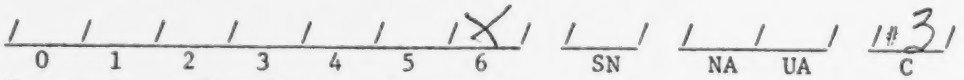
3.12-Q4 To what extent is the emphasis on content realistic in terms of present and future needs of the student?



3.12-Q5 What are the major processes emphasized in the materials?



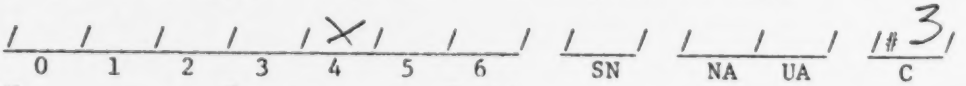
3.12-Q6 To what extent is the emphasis on process realistic in terms of present and future needs of the student?



Extremely unrealistic — Somewhat realistic — Extremely realistic

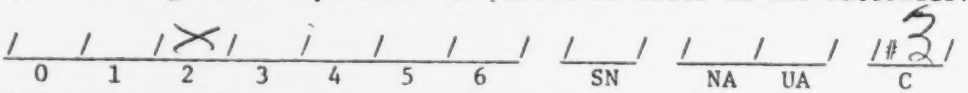
3.121 Facts

3.121-Q1 How much emphasis does the material place on facts?



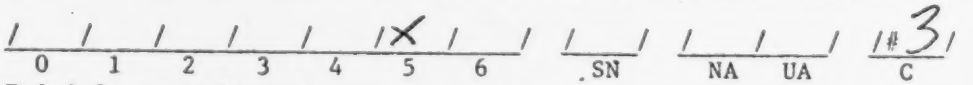
No emphasis — Some emphasis — Great emphasis

3.121-Q2 What degree of importance is placed on facts in the materials?



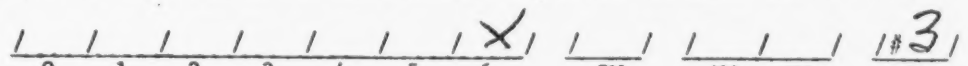
Unimportant by themselves; need to be related to something — Moderately important — Extremely important in and of themselves

3.121-Q3 What kinds of facts receive emphasis in the materials?



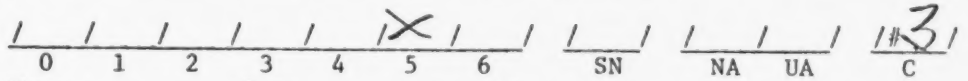
Trivial — Moderately important — Very important

3.121-Q4 To what extent is the student expected to make use of facts?



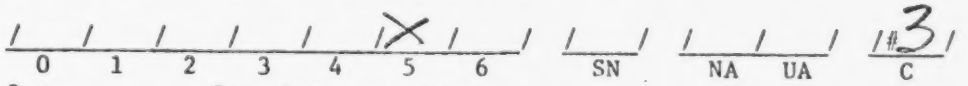
No use — Some use — Extensive use

3.121-Q5 Are there factual errors in the material?



Many errors — Some errors — No errors

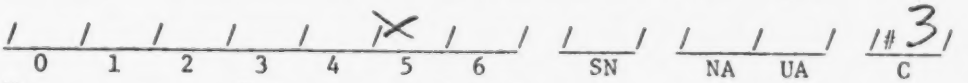
3.121-Q6 How up-to-date are the materials?



Out-dated — Somewhat dated — Up-to-date

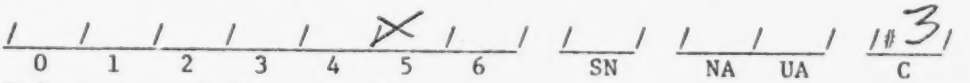
3.122 Major Concepts

3.122-Q1 How much emphasis do the materials place on concepts?



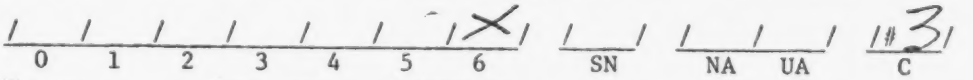
No emphasis — Some emphasis — Great emphasis

3.122-Q2 What degree of importance is placed on concepts in the materials?



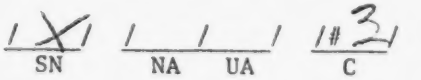
Unimportant — Moderately important — Extremely important

3.122-Q3 To what extent is the student expected to use concepts?



No use — Some use — Extensive use

3.122-Q4 What are the concepts emphasized? List them. Give the essential or significant attributes of each concept.



3.122-Q5 Do the concepts represent the basis of a discipline(s)? What discipline(s)? How are the concepts related?

Concepts	Anthro	Econ	Geog	Hist	Poli Sci	Psych	Soc	Interd	Multid
1. LEADERSHIP		✓		✓	✓	✓	✓		
2. CITIZENSHIP				✓	✓				
3. CULTURE-CHANGE	✓			✓		✓	✓		
4. VALUES-GOALS		✓		✓	✓	✓	✓		
5. DECISION-MAKING		✓		✓	✓	✓	✓		
6. IDEOLOGY		✓		✓	✓	✓			

/ / / / / #3 /
SN NA UA C

3.123 Generalizations

3.123-Q1 How much emphasis does the material place on generalizations?

/ / / / / X / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C
No emphasis — Some emphasis — Great emphasis

3.123-Q2 What degree of importance is placed on generalizations in the materials?

/ / / / / X / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C
Unimportant — Moderately important — Extremely important

3.123-Q3 Are there generalizations provided in the materials?

/ / X / / / / / #2 /
Yes No SN NA UA C

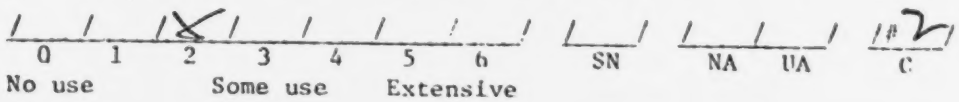
3.123-Q4 If the answer is yes for 3.123-Q3, list the generalizations presented in the materials?

/ X / / X / / / #3 /
SN NA UA C

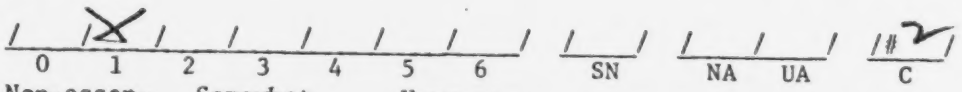
3.123-Q5 To what degree do the students devise any generalizations of their own?

/ / / X / / / / / / / / #2 /
0 1 2 3 4 5 6 SN NA UA C
Never — Sometimes — Always

3.123-Q6 To what degree is the student expected to use the generalizations?

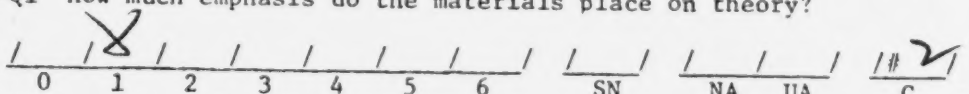


3.123-Q7 To what degree do the generalizations represent the essence of any discipline(s)?

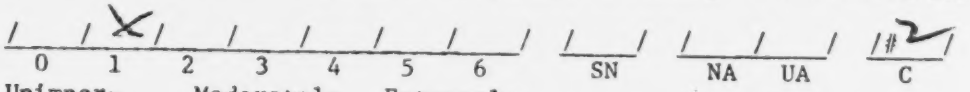


3.124 Theory

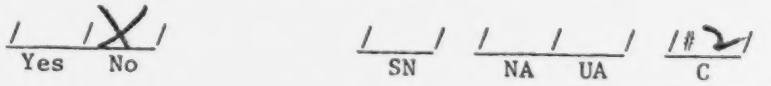
3.124-Q1 How much emphasis do the materials place on theory?



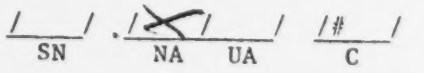
3.124-Q2 What degree of importance is placed on theory in the materials?



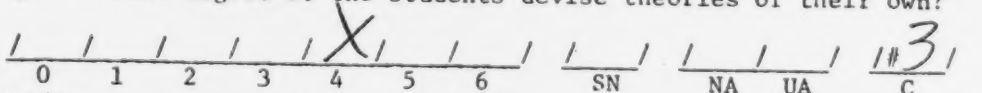
3.124-Q3 Are there theories provided in the materials?



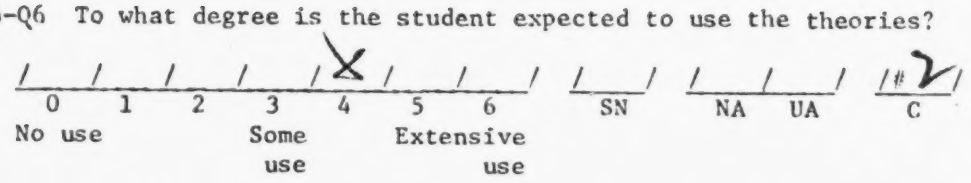
3.124-Q4 If the answer is yes in 3.124-Q3, list the theories presented in the materials.



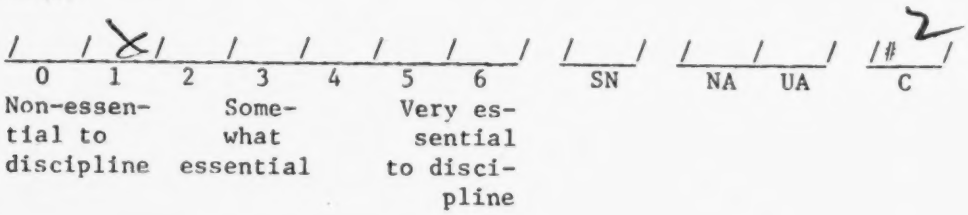
3.124-Q5 To what degree do the students devise theories of their own?



3.124-Q6 To what degree is the student expected to use the theories?



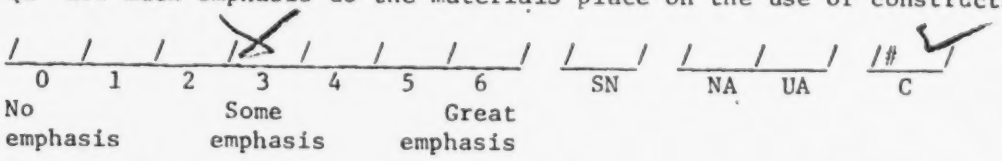
3.124-Q7 To what degree do the theories represent the essence of any discipline(s)?



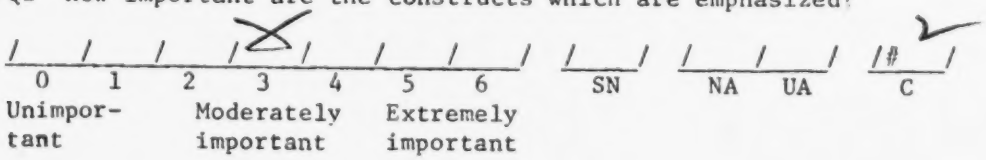
3.125 Major Constructs

Constructs are combinations of interrelated concepts and generalizations, such as theories, models, philosophies, etc.

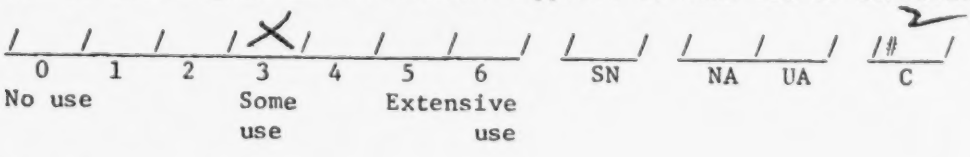
3.125-Q1 How much emphasis do the materials place on the use of constructs?



3.125-Q2 How important are the constructs which are emphasized?

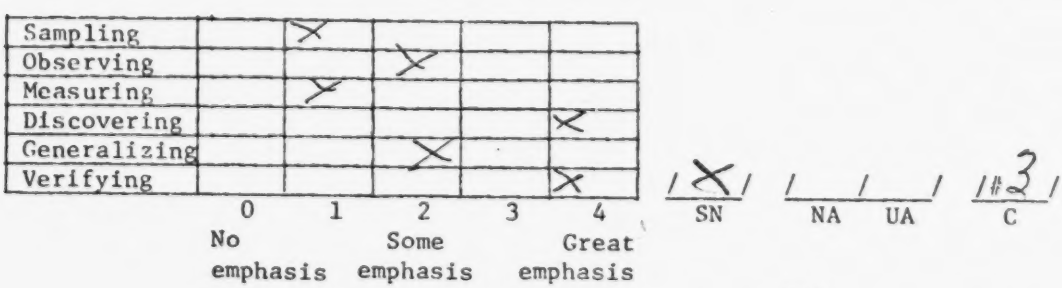


3.125-Q3 To what degree is the student supposed to make use of constructs?



3.126 Major Processes

3.126-Q1 Tc what degree do the materials stress the following processes?



3.126-Q2 At what level does the student learn each of these processes?

	(1.0) Knowing	(2.0) Understanding	(3.0) Doing
Sampling			
Observing			
Measuring			
Discovering			X
Generalizing		X	
Verifying			X

3.2 Affective Content

3.2-Q1 What is the author's view of the affective content of the discipline(s)?

/X/ SN / / NA UA /#3/ C

3.2-Q2 How are values and attitudes presented in the materials?

A value is assessed worth toward a thing, event, behavior, or phenomenon. To value something means it has met certain criteria you have posed.

An attitude is a simple generalized relationship of a person to a class of things or situations. A value is often considered to be more positive, more structured, and more likely to lead to action than attitudes. An attitude is indicated by statements such as "I feel that..." "I think that..." and "The way I see it is...." To value involves choosing, prizing, and acting upon something.

/ / / / / / X / / / / / /#3/

0 1 2 3 4 5 6 SN NA UA C

Implicit A balance Explicit

3.2-Q3 To what extent are the values and attitudes studied parallel to the present and future needs of the student?

/ / / / / / / X / / / / /#3/

0 1 2 3 4 5 6 SN NA UA C

Not at all To some extent To great extent

3.2-Q4 To what extent is the author's view of the affective content of his discipline consistent with the affective content in his curricular materials?

/ / / / / / X / / / / / /#3/

0 1 2 3 4 5 6 SN NA UA C

Totally inconsistent Somewhat consistent Extremely consistent

3.21 Author's View of Affective Content

In this section, the analyst is concerned with the author's view of the affective content of his discipline and other related disciplines separate and apart from the curriculum materials. Information for this section will be found in journal articles, position papers, books, and other similar sources. This information is not obtained from an examination of the curriculum package of materials.

3.21-Q1 How important is the affective content of his discipline to the author?

/ / / / / / X / / / X / / / / / / #3 /

0 1 2 3 4 5 6 SN NA UA C

Unimportant — Moderately important — Extremely important

3.21-Q2 In what areas of the author's discipline does affective content play an important role?

/ X / / / / / #3 /

SN NA UA C

3.22 Affective Content in the Curriculum Materials

3.22-Q1 Indicate the levels of commitment as related to valued objects presented in the materials. Place a check in the appropriate spaces in the chart below.

Valued Objects and Relationships	Nature and Degree of Involvement (Affective Level)				
	Receiving-1.0	Responding-2.0	Valuing 3.0	Organization-4.0	Characterization-5.0
Theoretical				X	
Ethical, Moral, and Religious			X		
Aesthetic					X
Economic				X	
Political				X	
Social				X	
Psychological		X			

/ / / / / / #3 /

SN NA UA C

3.22-Q2 What is the value posture of the materials?

Value free	
Explicit values	
No position	
Other (specify):	X

/X/ / / / /#3/
SN NA UA C

3.221 Approach

3.221-Q1 through Q4 Indicate the extent to which the materials involve the student in the following approaches:

3.221-Q1 Indoctrination. Do the materials convey attitudes, beliefs, and values without going through the route of reason or persuasion?

/ /X/ / / / / / / / / /#3/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

3.221-Q2 Clarification. Do the materials encourage the student to make values specific and find where he stands on them?

/ / / / / / /X/ / / / /#4/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

3.221-Q3 Analysis. Do the materials encourage the student to investigate how values are formed, how they are related to each other, and what their implications are?

/ / / / / /X/ / / / / /#3/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

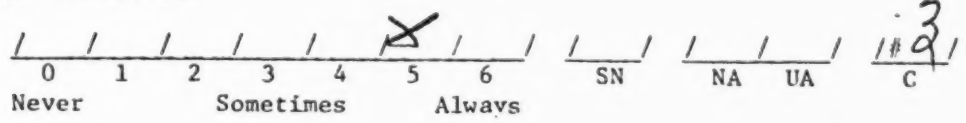
3.221-Q4 Commitment. Do the materials encourage the student to take a clear stand on value issues and to defend and act on these values?

/ / / /X/ / / / / / /#3/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

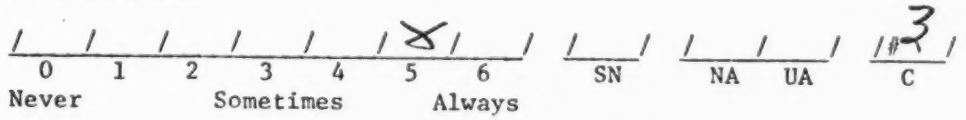
3.222 Performance Levels

3.222-Q1 through Q5 How often do the materials encourage the student to perform on each of the following levels?

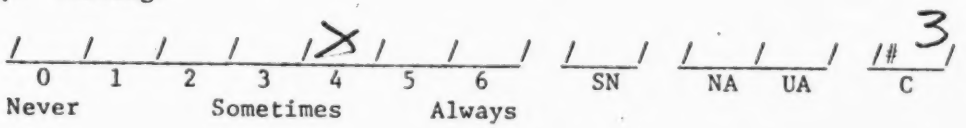
3.222-Q1 Receiving:



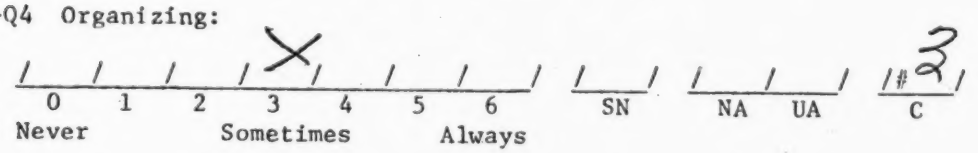
3.222-Q2 Responding:



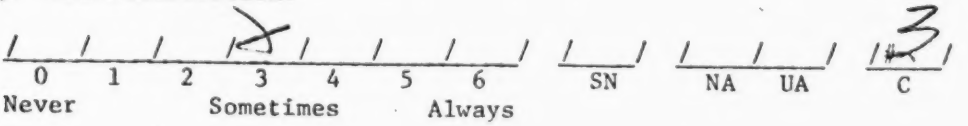
3.222-Q3 Valuing:



3.222-Q4 Organizing:



3.222-Q5 Characterization:



4.0 Theory and Strategies

Theories and strategies are covered in this section. It is the opinion of the author that students can become useful, active societal members as a result of exposure to his curriculum. As he states, the student will be equipped to permit him "to live a fruitful life in an affluent democratic society."

It is the author's intention to challenge the student to discover logical conclusions from explicit data, create hypotheses from given information, and substantiate these hypotheses.

By using directed discussion and discovery techniques the author attempts to engage the student in developing a sophisticated thought process to enable him to contribute to society.

4.1-A1

"Thought develops as a child's conceptual structures become reorganized. He fits new information into the conceptual scheme he has been developing throughtout his life. If new data fit the scheme he carries in his head, no problem exists. But if new data do not fit his scheme, he must change or extend it in order to make sense of the new information. The source of many individual differences among children may lie in the amount of concrete thinking each requires before formal thought can proceed independently."

4.13-A

The curriculum attempts to help each student develop to the limit of his ability into an independent thinker and a responsible citizen of a democratic society. The author is concerned most with the social personality and his relations with the society. A good citizen who can think independently and be a responsible contributor to the society is the goal of the author.

4.132-A

The author believes some students (those interested in college) are motivated by the need to pass college board examinations to get into college. Therefore, the curriculum stresses the skills and attitudes required to accomplish this. Other students are motivated to just be able to deal with the many political, social, and economic problems which will confront them as responsible citizens in a democratic society.

The analyst feels that students should be motivated to learn in order to be able to function as thinking individuals in a highly complex society. The curriculum should equip them to deal with the problems which they will face in the future.

4.133-A

The author believes that the student can, after experiencing the curriculum, become a useful, active, contributing member of the society. He will be equipped to permit him "to live a fruitful life in an affluent democratic society".

The analyst feels that students should be able to experience all things about life. They should have the opportunity to be exposed to knowledge, civilization, and culture in the curriculum. They should be able to experience the aesthetic as well as the practical aspects of life. They should be able to gain an appreciation of all that life has to offer so they may live a complete and fruitful life.

4.2-A1

See narrative 4.1

4.2-A4

The analyst agrees with the basic theoretical position of the author because children seem to create new schema as they are confronted with new information which does not fit into the already established schema. The student will adapt to this new information (particularly, challenging information) and accomodate to it.

4.21-A1

The author feels that questions asked by the teacher in directed discussion will challenge the "students to engage their mental faculties in class discussion and to develop sophisticated thought processes". The whole idea of inquiry into challenging areas seems to create a willingness to learn.

4.21-A3

To most students this challenge will be accepted much of the time. However, there are some students who will not be challenged to inquire or discover for themselves. They must be fed much of the information.

See narrative 4.1 with particular attention to the last paragraph.

4.212-A1

Interest and curiosity are aroused in the student by challenging him to discover some logical development or conclusions from explicit data; create hypotheses from given information and substantiation of these hypotheses; media materials which generate some excitement and further inquiry into the topic, etc.

4.212-A2

The challenge,to the student, through questioning, inquiry, exciting media, and repetition of the methodology will, in my opinion, probably not be maintained or sustained completely throughout the use of the materials. This will be especially true of those students mentioned in narrative 4.21-A3.

4.214-A1

Basically the students are to be grouped in a large class situation with the teacher directing the discussion. This may take several forms such as asking questions to make certain students know evidence from readings to lead students through data toward generalizations, to probe students' recall of information or technique and use in further investigation. Occasionally the students are divided into small groups. This gives the students an opportunity to contribute to discussions simultaneously and helps students learn how to interact without the supervision of the teacher.

There appears to be more reliance on the large group situation than on the small group interaction.

4.214-A2

See narrative 4.214-A1

4.215-A1

The author feels that directed discussion contributes substantially toward instilling certain attitudes in students. "Calling on students whether or not they have raised their hands implies that no one gets a free ride." All students are expected to participate and contribute to the activities of the classroom. The teacher can help to develop the shy student or child with a poor self-image into a willing particpant by asking gradually more difficult questions. "The effect of work like this on the self-images of children", states the author, "should be a vital part of social studies instruction".

4.22-A1

Most of the information presented to the student is in the form of extracted readings from primary and secondary source materials. Introductory comments, expository essays, and several key questions accompany the readings.

4.221-A1

The student is usually asked to work with concrete information (in readings and essays) which help him to master a body of knowledge.

4.222-A1

Most of the knowledge to be learned is presented in the readings and essays. The introductions and study questions guide the student to pertinent data within the material. The student is asked to go beyond memorization to look for implications and for connections between one reading and the others.
When they can make a point better than the written word, audio-visual materials are utilized. Class handouts are also used to emphasize a particular point or give some direction to a discussion.

4.223-A1

By answering the study questions with the readings the student is able to connect separate ideas, find implications, and form generalizations.

4.23-A1

The student is constantly forced to use analytical concepts to help guide his search for further data. He also must interpret data in creating hypotheses, modifying hypotheses, and stating generalizations. By following the established mode of inquiry the student should reach the learning goals.

4.24-A1

The author has chosen content to (1) help students learn essential concepts for the mode of inquiry (2) fit interests and needs of adolescents (3) accumulate knowledge about economic, social, and political problems and (4) help students become "excellent citizens in a democracy".

4.241-A

By utilizing the accumulated knowledge in inquiry the student is continually reviewing both the information (knowledge) and the method (technique).

4.25-A1

The student must at least be able to inquire independently of the questions which the teacher uses to cue him. "A student who has not mastered inquiry skills", the author states, "may well find himself on the human scrap heap ten years after he leaves school".

4.252-A

The materials were designed for students who would be able to operate on Piaget's "Phase of Formal Operations". This is where the student "acquires the capacity to think and to reason beyond his own realistic world and his own beliefs. Cognitive random behavior is replaced by a systematic approach to problems". The student is now concerned with establishing hypotheses. He searches for hypotheses which can account for the observed and possible events which have occurred to him. He attempts to prove empirically which possibilities could materialize. Deduction by hypothesis and judgment by implication furnish the student with the chance to reason beyond mere cause and effect.
The constant utilization of Fenton's "Mode of Inquiry for the Social Studies" demands that the student move in Piaget's "Phase of Formal Operations". For only then will the student be equipped to work with the mode of inquiry in a successful manner.

4.3-A1

The principal teaching modes employed in this curriculum are two types of directed discussion (teaching concepts, proof process, hypothesis formation, and value dilemma presentation) and discovery exercises.

4.3-A2

The author describes the modes by using terms "directed discussion" and "discovery".

4.4-A1

The predominant pattern of strategy is to have the students read a selection from the textbook, discuss it in class with the teacher and other students, and, then, perhaps write an essay or some paragraphs on a hypothesis they developed from the material. The teacher would continually question the class and direct the discussion.

4.41-A

The author believes that directed discussion is "perhaps the most useful way to help students learn proof process". The teacher can consistently encourage students to examine the logic of their thinking by the sorts of questions he asks. Discussion also can often result in the acquisition of facts and generalizations. Directed discussion also contributes toward attempts to instill certain attitudes in students.

4.5-A2

The use of the materials would have to be varied more than they are. The pattern can tend to become almost repetitious and could be boring.

4.0 Theory and Strategies

There is no comprehensive theory which covers all aspects of learning. Nor is there a comprehensive theory which covers all aspects of instruction or educational methodology. When examining curriculum materials, we must do careful analysis and make sound judgments about theory and its application to the curriculum materials. In this section the concern is the adequacy with which components of theory can be described and explained, rather than the rightness or wrongness of a particular theoretical position.

Learning theorists are concerned about the emotional, intellectual, and behavioral development of the child: his personality, motivations, and the social conditions of learning. More specifically, they are also concerned about reinforcement, transfer of learning, and retention. Instructional theory is closely tied to learning theory. It is both prescriptive and normative. It prescribes rules which convey the most effective way of achieving curricular objectives. For example, if a concept in mathematics is presented to a student in small steps combined with immediate feedback, it is likely he will better retain the concept. Instructional theory is normative in that criteria are established (on some basis) and conditions are stated for meeting the criteria. In short, a theory of instruction is concerned with the improvement of, rather than a description of, learning.

A teaching strategy is a chosen pattern of action(s) aimed at reaching some goal. It includes the conceptualization of the desired interaction and outcome; the selection of teacher role; the selection of materials and media; the selection of the pattern of communication; and the selection of the physical arrangements.

Instructions. After completing Section 4.0, write and insert here an abstract of the section in not more than 100 words.

4.1 Learning Theory

4.1-Q1 What explicit statements does the author make in the materials or elsewhere which reflect his position toward a particular theory of learning?

/X/	/ /	/ /3/
SN	NA UA	C

4.1-Q2 If there are no explicit statements made by the author, what implicit statements does the analyst find in the curriculum materials or in associated writings that reflect the author's position toward a particular theory of learning?

/ / / X / / / # /
SN NA UA C

4.1-Q3 What is the author's view, as evidenced explicitly or implicitly in these materials, and what is the anlayst's view, of the importance of each of the following categories of learning theory?

The following brief descriptions of learning theories may be useful in answering this question:

Specifist theory is concerned with the analysis of specific stimuli and specific human behaviors. A general assumption of this theoretical position is that complex behavior is a summation of specific behaviors. Other terms used for this theoretical position are respondent theory or stimulus-response theory. Major writers in the field are Edward L. Thorndike, Ivan Pavlov, John B. Watson, Edwin R. Guthrie, Clark Hull, and B. F. Skinner.

Field theory is concerned with analysis of mediating processes which occur in the organism between stimuli presentation and responses. Mediation in field theory is thought to take the form of internal organization patterns within the individual. These patterns govern the reception of stimuli, their translation into behavior, and resulting action. Another term sometimes used is Gestalt psychology. Major writers in the field are Wolfgang Köhler, Kurt Lewin, Edward C. Tolman, and Max Wertheimer.

Personality theory is concerned with the analysis of the individual's unique characteristics and unique behavior patterns. Personality theorists study both mental and physical properties of the individual and their interrelationships as well as individual thought and behavior patterns. Major writers in the field are Sigmund Freud, Henry A. Murray, Abraham Maslow, and Gordon Allport.

Specifist theory	Author				X			
	Analyst					X		
Field theory	Author							X
	Analyst						X	
Personality theory	Author		X					
	Analyst		X					
		0	1	2	3	4	5	6
		Unimportant		Moderately important				Very important

/ / / / / / / / #2

4.11 Specifist Theory

4.11-Q1 How clearly does the author identify specific outcomes that are to be associated with specific stimuli in using the materials?

/ / / / / /X/ / / / / /#3/
0 1 2 3 4 5 6 SN NA UA C

Outcomes and stimuli not identified | Outcomes and stimuli fuzzy | Outcomes and stimuli clearly identified

4.11-Q2 How clearly does the author describe the process for eliciting expected outcomes?

/ / / / / /X/ / / / / /#3/
0 1 2 3 4 5 6 SN NA UA C

No description | Description confusing | Clearly described

4.111 Stimuli-Response Patterns

4.111-Q Does the author describe the sequence in which stimuli and expected responses are supposed to occur?

/X/ / / / / /#3/
Yes No SN NA UA C

4.112 Reinforcement

4.112-Q What importance does the author give to the use of reinforcement techniques?

/ / / / /X/ / / / / /#3/
0 1 2 3 4 5 6 SN NA UA C

Unimportant | Moderately important | Very important

4.113 Shaping

4.113-Q What importance does the author give to the use of shaping techniques?

/ / / / / /X/ / / / / /#3/
0 1 2 3 4 5 6 SN NA UA C

Unimportant | Moderately important | Very important

4.12 Field Theory

4.12-Q To what degree does the author consider the processes the student goes through in order to learn this material?

/ / / / / /X/ / / / / / /#3/

0 1 2 3 4 5 6 SN NA UA C

Process never considered — Process sometimes considered — Process always considered

4.121 Perception

4.121-Q What is the author's view and what is the analyst's view of the importance of the following perceptual modes in learning:

		0	1	2	3	4	5	6
Visual	Author						X	
	Analyst							X
Auditory	Author				X			
	Analyst					X		
Kinesthetic	Author			X				
	Analyst				X			
Tactile	Author		X					
	Analyst		X					

0 Unimportant — 2 Moderately important — 6 Very important

4.122 Insight

4.122-Q To what degree does the author rely on student insight to solve problems presented in the materials?

/ / / /X/ / / / / / /#3/

0 1 2 3 4 5 6 SN NA UA C

No insight necessary — Moderate degree of insight necssary — High degree of insight necessary

4.123 Level of Aspiration

4.123-Q What importance does the author/analyst attach to the student's level of aspiration in order to successfully use the materials?

Author / / / / / /X/ / / / / / /#3/

0 1 2 3 4 5 6 SN NA UA C

Analyst / / / / / /X/ / / / / / /#4/

0 1 2 3 4 5 6 SN NA UA C

Unimportant — Moderately important — Very important

4.124 Social Learning

4.124-Q What importance does the author/analyst attach to the social situation in which learning is to take place?

Author / / / / X / / / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C

Analyst / / / / / / / X / / / / / #4 /
0 1 2 3 4 5 6 SN NA UA C
Unimportant — Moderately important — Very important

4.125 Individual Differences

4.125-Q What importance does the author/analyst attach to individual differences between students?

Author / / / / / / X / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C

Analyst / / / / / / / X / / / / / #4 /
0 1 2 3 4 5 6 SN NA UA C
Unimportant — Moderately important — Very important

4.13 Personality Theory

4.13-Q What aspects of the individual's personality does the author consider to be most important? Consider both mental and physical characteristics.

/ X / / / / #4 /
SN NA UA C

4.131 Needs

4.131-Q What is the author's view, as evidenced explicitly or implicitly in these materials, and what is the analyst's view of the importance of the following student needs? (See below for definition of needs.)

		0 Unimportant	1	2	3 Moderately important	4	5	6 Very important
Self-actualization	Author					X		
	Analyst						X	
Esteem	Author					X		
	Analyst							X
Love and belonging	Author				X			
	Analyst					X		
Safety	Author					X		
	Analyst					X		
Physiological (specify)	Author				X			
	Analyst				X			
Other (specify)	Author							
	Analyst							

/ / / / / #3 /
SN NA UA C

The above listed needs come from the writings of Abraham Maslow. They are hierarchical, beginning with physiological needs and moving toward self-actualization needs. Below is a brief description of each of the needs listed.

Self-actualization--The individual has a need to be himself and to act in a manner consistent with who he is.

Esteem--The need to gain respect of others and to build self-respect.

Love and belonging--The need that a person has to feel assurance that he is loved; that he is a worthy person; that he is acceptable because he is accepted.

Safety--The feeling of security from harm, danger, or threat of destruction.

Physiological--The need to maintain the physical organism.

4.132 Motivation

4.132-Q Give a brief description of your (the analyst's) view of motivation and the author's view of motivation as evidenced in the materials.

/ X / / / / #3 /
SN NA UA C

4.133 Self-fulfillment

4.133-Q Give a brief description of your (the analyst's) view of student self-fulfillment and the author's view of student self-fulfillment, as evidenced in the materials. Other terms that might be used are full functioning, personal adequacy, or self-actualization. Refer to Section 2.1 Rationale.

/ X / / / / #3 /
SN NA UA C

4.2 Instructional Theory

4.2-Q1 What explicit statements in the materials or elsewhere does the author make which reflect his position toward a particular theory of instruction?

/ X / / / / #4 /
SN NA UA C

4.2-Q2 If there are no explicit statements made by the author, what implicit statements does the analyst find in the curriculum materials or in associated writings that reflect the author's position toward a theory of instruction?

/ / / X / / / #
SN NA UA C

4.2-Q3 How well is the author's theory of instruction supported by evidence and/or logic?

/ / / / / X / / / / / / #3 /

0 1 2 3 4 5 6 SN NA UA C

Very poorly — Moderately well — Very well

4.2-Q4 To what extent do you (the analyst) agree with the author's theoretical position on instruction?

/ / / / / / X / / X / / / / #4 /

0 1 2 3 4 5 6 SN NA UA C

Not at all — Moderately agree — Completely agree

4.21 Creation of Predisposition Toward Learning

4.21-Q1 What kinds of experiences does the author describe that will create in the student a willingness to learn?

/ X / / / / #3 /

SN NA UA C

4.21-Q2 To what extent are learning tasks and the environmental (school and community) situation considered in framing the experiences?

/ / / / X / / / / / / / #3 /

0 1 2 3 4 5 6 SN NA UA C

Never considered — Sometimes considered — Always considered

4.21-Q3 How successful do you think the experiences described in 4.21-Q1 will be in creating in students a willingness to learn?

/ / / / X / / / / X / / / / #3 /

0 1 2 3 4 5 6 SN NA UA C

Unsuccessful — Occasionally successful — Always successful

4.211 Previous and Present Levels of Experience and Learning

4.211-Q To what extent does the author consider the student's:

	0	1	2	3	4	5	6
Present level of learning					X		
Previous level of learning				X			
Present level of experience						X	
Previous level of experience						X	

0 Never considered — 1 2 3 Sometimes considered — 4 5 6 Always considered

/ / / / / #3 /

SN NA UA C

4.212 Interest

4.212-Q1 How are interest and curiosity aroused in the student?

/X/ / / / #3/
SN NA UA C

4.212-Q2 From my analysis of the materials it appears that student interest will:

/ / / X / / / / / X / / / / #3/
0 1 2 3 4 5 6 SN NA UA C

Drop off frequently throughout use of the materials

Be somewhat maintained throughout use of the materials

Be highly maintained throughout use of the materials

4.213 Goals

4.213-Q1 Learning goals are established by:

The student							
The teacher						X	
Students and teachers cooperatively							
Other (specify)							
	0 Never	1	2	3 Sometimes	4	5	6 Always

/ / / / #3/
SN NA UA C

4.213-Q2 To what extent do students proceed at their own individual pace toward the established goals?

/ / / / / X / / / / / / #2/
0 1 2 3 4 5 6 SN NA UA C

Not at all

Sometimes

Always

4.214 Grouping

4.214-Q1 How are students to be deployed (grouped) in the learning situation?

/X/ / / / #4/
SN NA UA C

4.214-Q2 In using these materials in the classroom, it appears that:

0	1	2	3	4	5	6	SN	NA	UA	C
			X				X			#4

0 — No variety of grouping is possible

3 — Some variety of grouping is possible

6 — A wide variety of ways students can be grouped

4.215 Attitudes

4.215-Q1 How does the author attempt to develop in the student a particular attitude toward learning?

SN	NA	UA	C
X			#4

4.215-Q2 How much emphasis does the author put on developing in students a positive attitude toward learning? (For a definition of attitude, refer to Section 3.0, Content.)

0	1	2	3	4	5	6	SN	NA	UA	C
					X					#4

0 — No emphasis

3 — Moderate emphasis

6 — Great emphasis

4.22 Structure and Form of Knowledge

4.22-Q1 What is the predominant organizational pattern of the information presented to the student?

SN	NA	UA	C
X			#4

4.22-Q2 Information is presented to the student in a:

0	1	2	3	4	5	6	SN	NA	UA	C
				X						#4

0 — Highly complex form--not likely to be understood

3 — Somewhat complex form--difficult to understand

6 — Simple form--easy to understand

4.221 Mode of Representation

4.221-Q1 Is the student asked to work with the body of knowledge to be learned in concrete form (enactive representation)? In abstractions, symbols, or words

(iconic representation)? In a set of logical propositions, principles (symbolic representation)? Describe briefly. (See Section 3.0, Content.)

/X/ / / / #3 /
SN NA UA C

4.221-Q2 What is the frequency of use of the following modes of representation?

Enactive:

/ / / / / / X / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C

Iconic:

/ / X / / / / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C

Symbolic:

/ / / / X / / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

4.221-Q3 For the students for whom the materials were designed, the materials are:

/ / / / / X / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C
Totally inappropriate Somewhat appropriate Appropriate

4.222 Economy

Note: For analytical purposes, economy in representing a domain of knowledge relates to the amount of information that must be held in mind and processed to achieve comprehension.

4.222-Q1 What is the predominant sequence in which the material is presented? Does the material move from simple to more complex ideas or vice versa? Describe briefly. (See Section 3.0, Content.) Describe how big ideas are to be comprehended from the cues presented.

/X/ / / / #3 /
SN NA UA C

4.222-Q2 To what degree is economy present in the materials?

/ / / / / X / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C
Not present Sometimes present Always present

4.223 Power

Note: For analytical purposes, the effective power of any particular way of structuring a domain of knowledge for a particular learner refers to the generative value of his set of learned propositions.

4.223-Q1 In what way is the material presented to the student so that he can connect what appear to be separate ideas into a whole? In what way is the student given an opportunity to integrate material learned?

/ 8 / / / / #3 /
SN NA UA C

4.223-Q2 How much generative value (power) is present in the materials?

/ / / / / X / / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C
None A moderate amount A great deal

4.224 Learning Set

4.224-Q How much previous experience does the student need to have with the material in the curriculum, or with related material, before he can successfully work with the material? That is, should he have acquired a particular learning set toward the content?

/ / / / / X / / / / / / / #4 /
0 1 2 3 4 5 6 SN NA UA C
No experience Some experience Extensive experience

4.225 Values

4.225-Q How often is the material likely to be in conflict with the value positions held by the student?

/ / / / / X / / / / / / / #3 /
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

4.23 Form and Pacing of Reinforcement

4.23-Q1 What feedback mechanisms are provided in the student materials or elsewhere so that the student learns the results of his encounters with the materials? How do the feedback mechanisms provide for reaching the learning goals?

/ X / / / / #3 /
SN NA UA C

4.23-Q2 Does the author make clear how feedback is to be used in the materials?

/ / / / / / /X/ / / / /#4/
0 1 2 3 4 5 6 SN NA UA C
Unclear Moderately clear Very clear

4.23-Q3 Are the feedback mechanisms provided consistent with the author's theoretical position(s)?

/ / / / / / /X/ / / / /#4/
0 1 2 3 4 5 6 SN NA UA C
Inconsis-tent Sometimes consistent Very consistent

4.23-Q4 In your judgment, will the feedback mechanisms used help achieve the learning goals?

/ / / / / /X/ / / / / /#3/
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

4.231 Feedback: Form, Source, Timing, and Frequency

4.231-Q In the table below, check the appropriate letters to indicate the nature of the feedback described in the materials. Describe any categories marked "Other."

Feedback Form	Timing	Frequency	Source
Written	I___ D X	E___ P X 0-1___	T___ P___ 0-2___
Verbal	I X D___	E___ P X 0-1___	T___ P___ 0-2___
Non-verbal	I___ D___	E___ P___ 0-1___	T___ P___ 0-2___
Physical	I___ D___	E___ P___ 0-1___	T___ P___ 0-2___
Public	I___ D___	E___ P___ 0-1___	T___ P___ 0-2___
Private	I___ D___	E___ P___ 0-1___	T___ P___ 0-2___

I = Immediately after response
D = Delayed

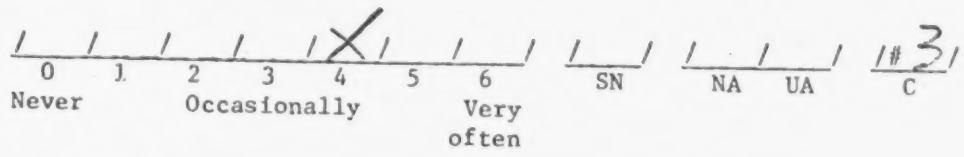
E = After every response
P = Suggested pattern
0-1 = Other pattern (explain)

T = Teachers
P = Peers
0-2 = Other source (explain)

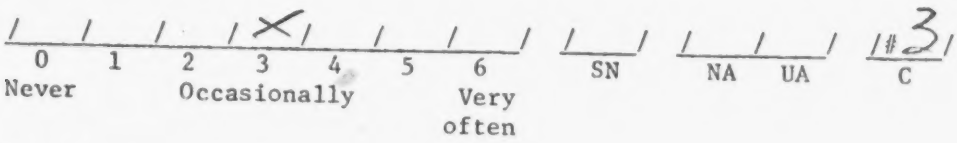
/___/ / / /#24/
SN NA UA C

4.232 Active Participation and Novelty

4.232-Q1 How often are students able to actively participate in the learning process?

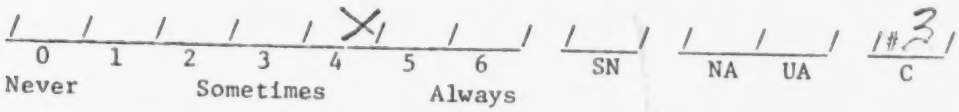


4.232-Q2 How frequently do students encounter new and novel situations when using the materials?



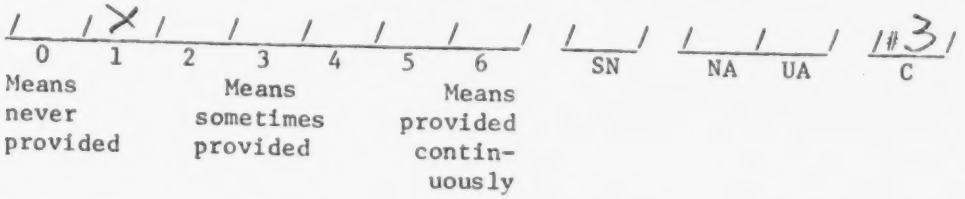
4.233 Punishment

4.233-Q Are the materials designed to be used in such a way that the student is allowed to make mistakes without threat of failure?



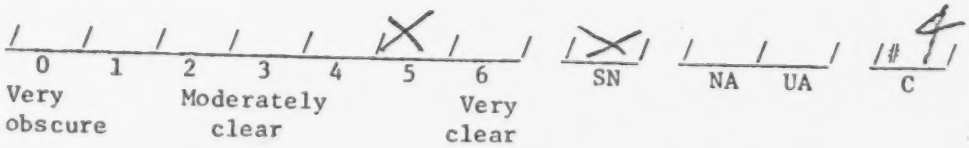
4.234 Student Feedback

4.234-Q How frequently is the student able to give feedback to either the teacher or the author on the use of the materials? (Describe.)

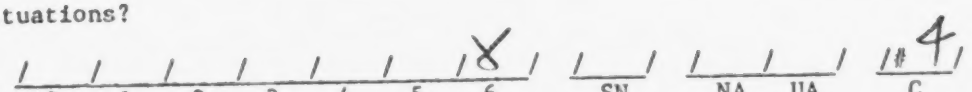


4.24 Retention and Transfer

4.24-Q1 How clear is the author in describing the means whereby students are to retain necessary information during use of the curriculum materials? (Describe.)

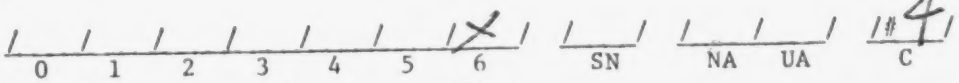


4.24-Q2 To what degree are learned knowledge and skills used in similar and new situations?



0 Not used; 3 Sometimes used; 6 Very frequently used

4.24-Q3 Do you think the means provided for retention and transfer are adequate?

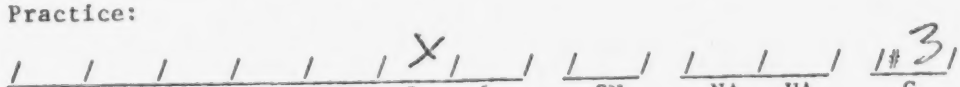


0 Totally inadequate; 3 Somewhat adequate; 6 Very adequate

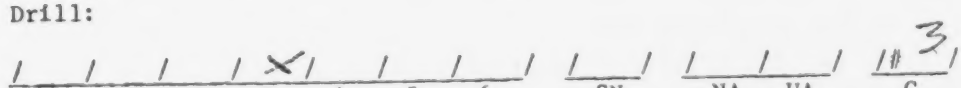
4.241 Practice, Drill, Review

4.241-Q How frequently are students given an opportunity to practice, drill, or review the material to be learned? (Describe.)

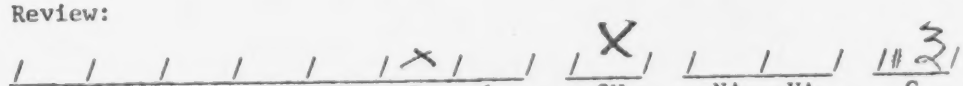
Practice:



Drill:



Review:



0 Never; 3 Occasionally; 6 Very often

4.242 Setting

4.242-Q In what kind of group setting do practice, drill, and/or review take place? Check the appropriate box below.

	Practice	Drill	Review
Individualized			X
Small groups			
Large groups	X	X	
Other (specify)			

4.25 Development

4.25-Q1 According to the author, what are the minimum initial levels of cognitive, emotional (affective), social, and physical skills required on the part of the student in order to successfully use the materials?

/X/ / / / /#4/
SN NA UA C

4.25-Q2 How much importance does the author/analyst attach to the following areas of development?

		0	1	2	3	4	5	6
Cognitive	Author							X
	Analyst							X
Emotional	Author					X		
	Analyst						X	
Social	Author				X			
	Analyst					X		
Physical	Author		X					
	Analyst				X			

0 Unimportant 1 2 3 Moderately important 4 5 6 Very important

/ / / / / /#3/
SN NA UA C

4.251 Assimilation and Accommodation

4.251-Q To what extent has the author taken into account development of the cognitive processes of assimilation and accommodation in the child?

	0	1	2	3	4	5	6
Assimilation					X		
Accommodation						X	

0 Not considered 1 2 3 Somewhat considered 4 5 6 Always considered

The following definitions will be useful in answering the above question:

Assimilation--The individual's process of incorporating or taking in external reality.

Accommodation--The adjustment (imposed by a characteristic in the external environment) required of the individual.

4.252 Phases of Cognitive Development

4.252-Q Below, check those phases of cognitive development (categorized according to Jean Piaget) f the students for which the materials were designed. Describe briefly how you arrived at your decision and give an example. (Refer to Section 5.121-Q2.)

Preconceptual (2 to 4 years)	____	Concrete operations (7 to 11 years)	____
Intuitive thought (4 to 7 years)	____	Formal operations (11 to 15 years)	X

/ X / / / / #3 /
SN NA UA C

4.3 Teaching Modes

4.3-Q1 What are the principal teaching modes, as identified by the author, that are to be employed in teaching the materials?

/ X / / / / #4 /
SN NA UA C

4.3-Q2 What terms describing the modes are used by the author, e.g., inquiry, discovery, directed discussion?

/ X / / / / #4 /
SN NA UA C

4.3-Q3 How carefully are the author's terms describing teaching modes defined?

/ / / / / / X / / / / / / #4 /
0 1 2 3 4 5 6 SN NA UA C

Not defined — Some definition — Very carefully defined

4.31-Q through 4.36-Q

Fill in the chart below for subsections 4.31 through 4.36. When doing the analysis in this section, keep in mind the following question: "When is the teacher or the particular resource essential in the learning situation?" Unless the author makes (or you can make) a strong case for three-way interaction (Teacher-Student-Resource), that row should not be checked.

According to the author, what is the intended proportion of use of:

		0-20%	21-40%	41-60%	61-80%	81-100%
4.31-Q	Teacher-to-Student action	X				
4.32-Q	Resource-to-Student action			X		
4.33-Q	Teacher-Student interaction		X			
4.34-Q	Student-Student interaction			X		
4.35-Q	Resource-Student interaction	X				
4.36-Q	Teacher-Student-Resource interaction					

/ / / / / #3 /
SN NA UA C

4.311 Teacher-to-Student Action

4.311-Q Fill in the chart below.

Modes or Resources	Check those included in the Curriculum Materials Package	Check the frequency of use in this category				
Exposition	YES			X		
Stories	YES	X				
Instructional television	NONE					
Demonstrations	NONE					
Questioning	YES					X
Audio tape	NONE					
Other (specify)						
		0 Infrequent use	1	2 Occasional use	3	4 Extensive use

/ / / / / #2 /
SN NA UA C

4.321 Resource-to-Student Action

4.321-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those resources checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Instructional television	NONE					
Student textbook	YES					X
Resource books:						
Fiction	NONE					
Non-fiction						
Periodicals						
Documents						
Pamphlets						
Essays						
Case studies						
Pictures:						
Color	NONE					
Black and White	YES		X			
Films (8 mm):						
Silent	NONE					
Sound						
Color						
Black and White						
Films (16 mm):						
Silent	NONE					
Sound						
Color						
Black and White						
Filmloops (8 mm):						
Silent	NONE					
Sound						
Color						
Black and White						
Filmstrips:						
With recordings	YES				X	
Without recordings						
Color	YES			X		
Black and White	YES				X	
Slides:						
With recordings	NONE					
Without recordings						
Color						
Black and White						
		0	1	2	3	4
		Infrequent use		Occasional use		Extensive use

4.321-Q Continued.

Modes or Resources	Included in materials	Frequency of use				
Records	YES			X		
Audiotapes	NONE					
Videotapes	NONE					
Transparencies	YES			X		
Other (specify)						

0 Infrequent use 1 2 Occasional use 3 4 Extensive use

/ / / / / #3 /
SN NA UA C

4.331 Teacher - Student Interaction

4.331-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Laboratory	NONE					
Discussion	YES					X
Question-asking	YES					X
Field trips	NONE					
Tutoring	YES	X				
Seminars	YES		X			
Debate	YES			X		
Other (specify)						

0 Infrequent use 1 2 Occasional use 3 4 Extensive use

/ / / / / #3 /
SN NA UA C

4.341 Student-Student Interaction

4.341-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Role-playing	YES			X		
Games	NONE					
Simulations	NONE					
Simulation-games	NONE					
Group discussion	YES				X	
Debate	YES			X		
Plays	NONE					
Panels	YES			X		
Field trips	NONE					
Other (specify)						
		0	1	2	3	4
		Infrequent use		Occasional use		Extensive use

/ / SN / / NA UA / #3 / C

4.351 Resource-Student Interaction

4.351-Q Fill in the chart below. Check resources included in the Curriuclum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Readings	YES					X
Laboratory	NONE					
Workbooks	NONE					
Non-print media (specify)	NONE					
Information retrieval systems (specify)	NONE					
		0	1	2	3	4
		Infrequent use		Occasional use		Extensive use

4.4 Strategy Pattern

4.4-Q1 What is the predominant pattern of strategy use?

/X/ SN / / NA UA /#4/ C

4.4-Q2 How clear is the author about the pattern?

/ / / / / / /X/ 0 1 2 3 4 5 6 (Very unclear; Moderately clear; Very clear) / / SN / / NA UA /#4/ C

4.4-Q3 How consistent do you judge this strategy pattern to be with the objectives, content, and theory?

Objectives:

/ / / / /X/ / / 0 1 2 3 4 5 6 / / SN / / NA UA /#3/ C

Content:

/ / / / /X/ / / 0 1 2 3 4 5 6 / / SN / / NA UA /#3/ C

Theory:

/ / / / / /X/ / 0 1 2 3 4 5 6 (Very inconsistent; Somewhat consistent; Very consistent) / / SN / / NA UA /#3/ C

4.41 Selection

4.41-Q What reasons does the author give for selection of the strategies to be employed?

/X/ SN / / NA UA /#4/ C

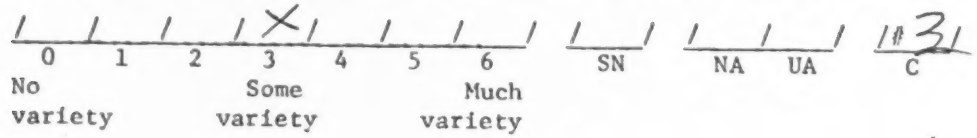
4.42 Sequence

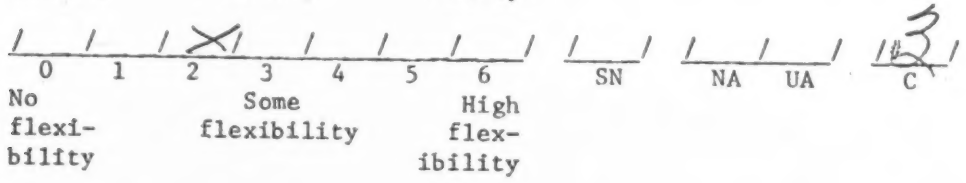
4.42-Q How well does the author describe the sequence in which the strategies are to be employed?

/ / / / / /X/ / 0 1 2 3 4 5 6 (Very poorly; Fair; Very well) / / SN / / NA UA /#3/ C

4.43 Variety and Flexibility

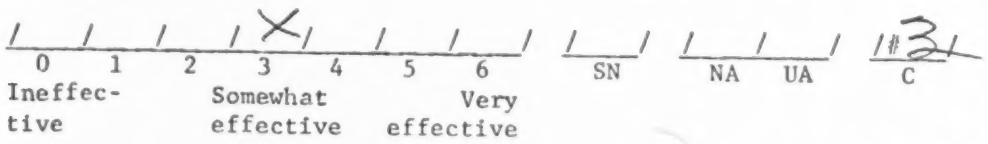
4.43-Q What is the degree of variety and flexibility in using the strategies?



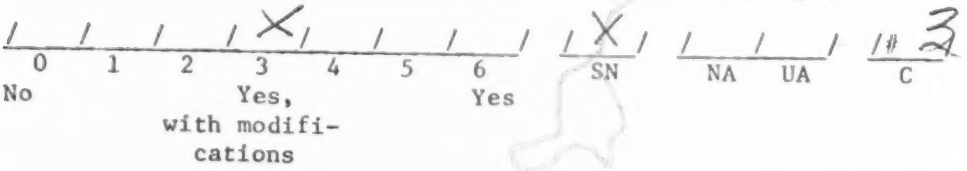


4.5 Effectiveness

4.5-Q1 In general, how effective do you think these strategies will be in teaching the materials?



4.5-Q2 Could you teach these materials? (Describe briefly.)



4.51 through 4.54 Use of Student's Time, Student Outcomes, Teacher's Time, Cost and Use of Resources

Fill in the table below.

How effective do you think the materials will be in terms of:

4.51-Q	Use of student's time					X		
4.52-Q	Student outcomes					X		
4.53-Q	Use of teacher's time						X	
4.54-Q	Cost and use of resources					X		
		0 Very ineffective	1	2	3 Somewhat effective	4	5	6 Very effective

SN NA UA C 3

5.0 Antecedent Conditions

The antecedent conditions described in this section are, for the most part, not extremely important for the successful use of the materials.

Students in most schools with a variety of socio-economic and educational backgrounds should have some success with the materials.

The teacher and school setting will play an important role but the materials can be used in almost any school setting.

5.1-A3

The materials are directed towards what the author calls the "typical" student. However, the above average student should have better success with the materials than the below average student who will have some difficulty.

5.1-A4

Any student, regardless of ethnic background, should have varying degrees of success with the materials depending upon his individual academic ability.

5.12-A

See narrative 4.252-A

5.122-A2

Students should be able to recognize some key concepts such as leadership, citizenship, production, ideology, resources, etc.

5.122-A3

The student if he has experienced the sequence of the Holt Social Studies Curriculum, should have the ability to develop hypotheses. He also should be able to work within the mode of inquiry which the author suggests. The student should be able to understand certain concepts which have been stressed in earlier courses in the Fenton curriculum.

5.122-A4

The students should be able to use the tools of research to find answers to questions.

5.123-A1

Although the student is usually asked to work with concrete information he also deals with some iconic and symbolic representation.

5.123-A2

There seems to be little need for role playing and gaming skills in this course.

5.123-A3

Some knowledge graphic materials would be helpful to the student.

5.13-A1

Only a good attitude toward learning could contribute to the success of the student in studying the materials.

5.14-A

The student should be able to work well with others in small groups.

5.15-A1

The student should exhibit good learning behavior (particularly a willingness to read, inquire, and work with others).

5.15-A2

Other students should exhibit the same behavior as that in narrative 5.15-A1.

5.15-A3

See narratives 5.15-A1 and 5.15-A2.

5.2-A1

A teacher with a good background in history, knowledge of inquiry techniques, and a willingness to motivate students will probably have success in teaching these materials.

5.2-A3
No particular cultural or socio-economic characteristics are necessary.

5.2-A4
The teacher should have average or above average intelligence.

5.212-A2
The teacher should have knowledge and experience in directed discussion, questioning, and inquiry strategies.

5.22-A2
The number of years of teaching experience will only be helpful if it includes the types of strategies included in narrative 5.212-A2.

5.22-A3
See narrative 5.22-A2.

5.25-A2
The teacher should be able to lead the class in discussion and gain the respect of the class.

5.251-A1
The teacher should have a positive attitude toward success in teaching.

5.251-A2
He should feel that they can succeed in the work of the course.

5.251-A3
See narratives 5.251-A1 and 5.251-A2.

5.251-A4
The teacher should have a willingness to be open to change.

5.3-A
No unusual classroom conditions are necessary for success with these materials.

5.32-A
See narrative 5.3-A.

5.322-A1
The only classroom equipment necessary is easily movable student desks and chairs.

5.322-A2
The audio-visual equipment needed includes overhead projector, filmstrip projector, screen, phonograph, and spirit duplicating machine.

5.33-A3
A resource center containing the books and materials in the suggested reading lists would be helpful.

5.4-A1
The characteristics of the community will not play a significant role in the successful teaching of these materials.

5.4-A2
See narrative 5.4-A1.

5.4-A3
See narrative 5.4-A1.

5.42-A1
See narrative 5.4-A1.

5.42-A3
See narrative 5.4-A1.

5.421-A
See narrative 5.4-A1.

5.422-A1

See narrative 5.4-A1.

5.45-A

See narrative 5.4-A1.

5.46-A1

The community must give sufficient financial support to the program to permit success.

5.46-A2

See narrative 5.46-A1.

5.5-A

"Although each course is self-contained and can be used independently of the others, the curriculum has been planned so that what students learn in one course is expanded, reinforced, and utilized in succeeding courses. The result is materials for an integrated curriculum."

5.51-A1

See narrative 5.5-A.

5.52-A1

These materials relate well to other courses being taught at the same grade level.

5.0 Antecedent Conditions

Information. Antecedent conditions are the conditions which must exist, with respect to pupil, teacher, school, and community in order for the curriculum materials to be successfully implemented.

In this section, the analyst is trying to determine what prior skills and knowledge both the learner and the teacher must possess in order to succeed in achieving the objectives which are intended by use of the curriculum materials. The analyst should also indicate if any unique characteristics and conditions should exist within a school before the materials may be used. In instances where unusual conditions should exist in a community in order for materials to be used with success, these conditions should also be discussed.

Instruction. After completing the rest of Section 5.0, write and insert here an abstract of the section in not more than 100 words.

5.1 Physical Characteristics

5.1-Q1 At what grade level(s) should students be in order to have the most success with these materials?

Grade level(s) 11 & 12 / / / / / #4 /
SN NA UA C

5.1-Q2 At what grade level(s) should students be in order to have moderate success with these materials?

Grade level(s) 11 / / / / / #4 /
SN NA UA C

5.1-Q3 These materials are suited for pupils of what academic status?

/ / / X / / / X / / / / #4 /
0 1 2 3 4 SN NA UA C
Slow learner Average Gifted

5.1-Q4 Indicate with a check mark the success the various groups indicated below might have with the materials.

	No success	Some success	Good Success
Blacks			
Indians			
Jews			
Mexicans			
Orientals			
Whites			
Others			

/ X / / / / #4 /
SN NA UA C

5.11 Physical Aspects

5.11-Q1 With what age students are these materials most appropriate?

Age 16-18

/ / / / / / / #4 /
SN NA UA C

5.11-Q2 Will boys and/or girls have varying degrees of success with these materials? Check the appropriate spaces in the chart below.

	No success	Moderate success	Good success
Boys			
Girls			

/ / / X / / / #4 /
SN NA UA C

5.11-Q3 Will motoric abilities be necessary for students to manipulate these materials? Check the appropriate space(s):

Yes	No	Fine	Gross
	X		

/ / / / / / #4 /
SN NA UA C

5.11-Q4 Are there any unique physical requisites which students need in order to successfully use these materials? If so, elaborate.

/ / X / / / / #4 /
Yes No SN NA UA C

5.11-Q5 To what degree will the physical aspects of the students have an impact on their success with these materials?

/ / X / / / / / / / / / #4 /
0 1 2 3 4 5 6 SN NA UA C
None Some degree A great deal

5.12 Intellectual Aspects

5.12-Q At what level of intellectual development should the pupil be? What must he know? What intellectual skills should he possess?

/ X / / / / / #4 /
SN NA UA C

1

5.121 Age

5.121-Q1 Using the Wechsler Adult Intelligence Scale, indicate the intelligence levels that might have success with these materials.

(Defective) below 70	(Borderline) 70-79	(Dull-Normal) 80-84	(Average) 90-109	(Bright-Normal) 110-119	(Superior) 120-129	(Very Superior) above 130
			X	X	X	X

/ / SN / / NA UA / #4 / C

5.121-Q2 At what level of Piaget's taxonomy of development should a student be to successfully use these materials?

Sensorimotor	
Preconceptual	
Intuitive Thought	
Concrete Operations	
Formal Operations	X

/ / SN / / NA UA / #4 / C

5.122 Cognitive Skills

5.122-Q1 In what areas should the student have substantial strength to successfully use these materials?

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
X	X	X	X	X	X

/ / SN / / NA UA / #4 / C

5.122-Q2 What previous information must the student have acquired? Are there terms, words, ideas, materials, or phenomena he should be able to recognize or recall?

/ X / SN / / NA UA / #4 / C

5.122-Q3 What communications should the student be able to translate, interpret, or extrapolate before using these materials? Are there terms, words, ideas, materials, or phenomena he should be able to define or explain before beginning his study? Are there symbols he should understand or translate before he begins this course? Should the pupil be able to make estimates or predictions based on trends, tendencies, or other communications before studying these materials?

SN	NA	UA	C
X			3

5.122-Q4 What tools should the pupil, without guidance, be able to select and use to study a given situation before using these materials? What generalizations or principles must the student understand and bring to bear upon these materials?

SN	NA	UA	C
X			3

5.122-Q5 Should the student be able to break down materials into constituent parts and detect the relationship of these parts and how the parts are organized before using these materials?

Yes	No
X	

SN	NA	UA	C
			3

5.122-Q6 Should the pupil be able to put elements together, creating a unique communication, before using these materials? That is, should the pupil be able to generalize, hypothesize, or make inferences before using these materials?

Yes	No
X	

SN	NA	UA	C
			3

5.122-Q7 Should the student be able to make judgments about the worth of some given before using these materials?

Yes	No
X	

SN	NA	UA	C
			3

5.123 Cognitive Style for Structuring Information

5.123-Q1 Does the pupil need to be of the cognitive nature that learns best through enactive representation of a structure of a discipline? Iconic representation? Symbolic representation? A combination of any two? All three? Check the appropriate spaces in the chart below.

Enactive	Iconic	Symbolic
X	X	X

X | | | 3

5.123-Q2 Should the pupil be of the nature that learns best by being physically and/or actively involved in a learning situation which is difficult to express in words or diagrams? Should the student be adept at playing roles, games, and/or simulations?

Yes	No	SN	NA	UA	C
	X	X			3

5.123-Q3 Should the student be adept at working with maps, graphs, charts, diagrams, etc.?

Yes	No	SN	NA	UA	C
X		X			3

5.123-Q4 Should the pupil be adept at understanding a communication in the form of logical proposition? Should he be a good reader? Should he be a good listener of records, tapes, etc.?

Yes	No	SN	NA	UA	C
X					3

5.13 Affective Aspects

5.13-Q1 Should the student have given attitudes that will contribute to the success of studying these materials?

Yes	No	SN	NA	UA	C
X		X			3

5.13-Q2 Should the student have given attitudes that will be changed or reinforced by successful study of these materials?

Yes	No	SN	NA	UA	C
	X				3

5.13-Q3 In what cases will the student's attitude make a difference in the success of the materials?

	0 Will not a difference	1	2	3 Moderate difference	4	5	6 Will make a difference
Toward school						X	
Toward learning						X	
Toward self						X	
Toward others						X	
Toward change						X	

SN	NA	UA	C
			3

5.13-Q4 Do the materials do anything about these attitudes?

0	1	2	3	4	5	6	SN	NA	UA	C
					X					3

Change — Leave as is — Reinforce

5.14 Social Aspects

5.14-Q What social characteristics should a student possess in order to have success with these materials?

SN	NA	UA	C
X			4

5.141 Socio-Economic Level

5.141-Q Indicate on the chart below the various degrees of success that different socio-economic levels will experience in using these materials.

	No success	Moderate success	Great success
Upper		X	
Middle		X	
Lower		X	

SN	NA	UA	C
			3

5.142 Group Skills

5.142-Q Should the student be able to work in large and/or small groups to have success with these materials?

Small group	Large group	SN	NA	UA	C
X	X				3

5.15 Behavioral Characteristics

5.15-Q1 How should the student behave in order to have success with these materials?

SN	NA	UA	C
X			4

5.15-Q2 What will students expect the behavior of another student to be while working with these materials?

SN	NA	UA	C
X			4

5.15-Q3 What will the teacher expect the students' behavior to be while working with these materials?

SN	NA	UA	C
X			4

5.16 Motivational Aspects

5.16-Q1 How motivated will the student need to be to work with these materials?

0	1	2	3	4	SN	NA	UA	C
			X					3

0 Unmotivated; 1 2 3 Moderately motivated; 4 Highly motivated

5.16-Q2 Will personal achievement and aspirations have anything to do with the student's success with these materials?

0	1	2	3	4	5	6	SN	NA	UA	C
				X						3

0 Nothing; 1 2 3 4 5 Something; 6 A great deal

5.16-Q3 Should the student have already determined goals in any of the following categories? Check the appropriate response(s).

	Yes	No
Vocational		X
Nonvocational		X
Academic		X
Nonacademic		X

SN	NA	UA	C
			3

5.2 Teacher Characteristics

5.2-Q1 What type of teacher, with respect to academic background, training, and experience will have success in teaching these materials?

SN	NA	UA	C
X			4

5.2-Q2 What type of teacher personality is best suited to teach these materials successfully?

/ / / / / X / / / / / / 3 /
0 1 2 3 4 5 6 SN NA UA C

Strongly attached to orderly procedure — Somewhat flexible — Extremely flexible

5.2-Q3 What cultural and socio-economic characteristics should a teacher possess in order to use these materials successfully?

/ X / / / / 4 /
SN NA UA C

5.2-Q4 At what intelligence level should the teacher be to successfully implement these materials?

/ X / / / / 4 /
SN NA UA C

5.2-Q5 To what degree will the teacher have to be motivated to use these materials?

/ / / / / / X / / / / / 4 /
0 1 2 3 4 5 6 SN NA UA C

Unmotivated — Moderately motivated — Highly motivated

5.21 Knowledge Requirements, Including Formal Education

5.21-Q How great an effect will the teacher's previous education have on the teaching of these materials?

/ / / / / X / / / / / / 3 /
0 1 2 3 4 5 6 SN NA UA C

No effect — Some — A great deal

5.211 Content

5.211-Q1 How many courses should the teacher have in each of the following areas to successfully teach these materials?

	Anthro	Econ	Geog	Hist	Poli Sci	Psych	Soc	Soc Psych	Other
Sem. Hours	3	9	9	36	12				

/ / / / / 2 /
SN NA UA C

5.211-Q2 Is there any other content the teacher should have in addition to the previously mentioned content background?

/ / X / / / / / / 3 /
Yes No SN NA UA C

5.211-Q3 Should the teacher be aware of and have a working knowledge of a particular discipline's mode or methodology?

/ X / / / / / / 4 /
Yes No SN NA UA C

5.212 Subsequent Training

5.212-Q1 How much subsequent training will the teacher need to teach these materials successfully?

/ / / / X / / / / / / / 3 /
0 1 2 3 4 5 6 SN NA UA C
None Some A great deal

5.212-Q2 Will the teacher need training in new strategies, techniques, and/or skills? If so, specify the nature of the training needed.

/ X / / / X / / / 4 /
Yes No SN NA UA C

5.22 Experience

5.22-Q1 To what extent does teacher experience have a bearing on the successful use of these materials?

/ / / / / X / / / / / / 3 /
0 1 2 3 4 5 6 SN NA UA C
None Some A great deal

5.22-Q2 Will the teacher need to have a number of years of teaching experience to use these materials successfully?

/ / / / X / / / 4 /
Yes No SN NA UA C

5.22-Q3 How many years of teaching experience should the teacher have to successfully teach these materials?

years	0-2	3-5	6-8	9-10	over 10
		X			

/ X / / / / / 4 /
SN NA UA C

5.22-Q4 Is other experience besides teaching experience necessary for a teacher to teach these materials successfully?

	Yes	No
Professional		X
Non-professional		X

/ / / / / / / #4 /
SN NA UA C

5.23 Cultural Background

5.23-Q1 Would a given cultural background of a teacher lead to the successful teaching of these materials?

/ / X /
Yes No

/ / / / / #4 /
SN NA UA C

5.23-Q2 What degree of success would teachers from the following ethnic groups have in teaching these materials?

	No success	Moderate success	Great success
Blacks			
Indians			
Jews			
Mexicans			
Orientals			
Whites			
Others			

/ / / X / / / #4 /
SN NA UA C

5.24 Socio-Economic Background

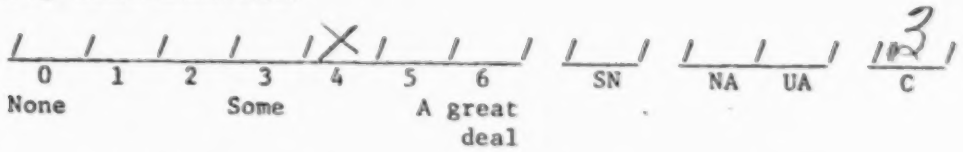
5.24-Q What degree of success would teachers from the following socio-economic levels have in teaching these materials?

	No success	Moderate success	Great success
Lower			
Middle			
Upper			

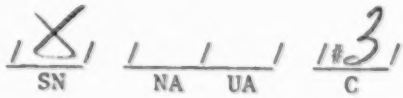
/ / / X / / / #4 /
SN NA UA C

5.25 Personality

5.25-Q1 To what extent will the teacher's personality determine success when using these materials?

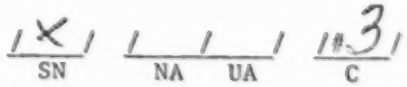


5.25-Q2 What are personality traits that the teacher should possess to use these materials successfully?

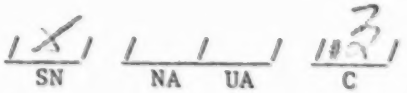


5.251 Attitude

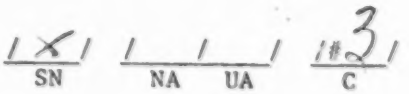
5.251-Q1 What attitude should the teacher have toward himself to successfully use these materials?



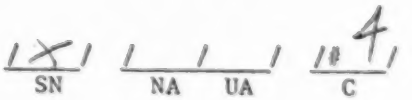
5.251-Q2 What attitude should the teacher have toward students to successfully use these materials?



5.251-Q3 What attitude should the teacher have toward others to successfully use these materials?

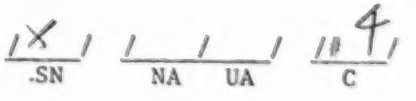


5.251-Q4 What attitude should the teacher have toward change to successfully use these materials?



5.3 School

5.3-Q What school conditions are necessary for successful implementation and use of these materials?



5.31 Organization

5.31-Q Indicate the extent to which these materials will be successful when used with the following types of organizations:

	No success 0	1	2	Moderate success 3	4	5	Great success 6
Graded school							
Non-graded school							
Multi-graded school							
Self-contained classroom							
Departmentalized organization							
Team teaching				X			
Homogeneous class						X	
Heterogeneous class							
Flexible schedule					X		
Modular schedule					X		

/ / SN / / / NA UA / #3 / C

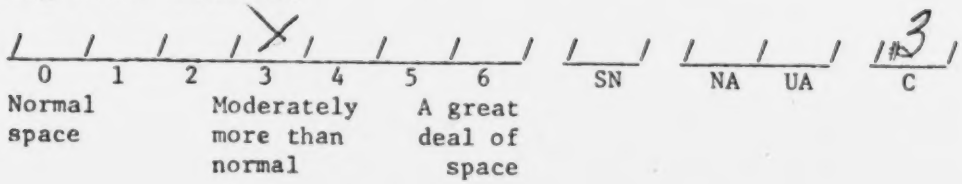
5.32 Physical Conditions

5.32-Q What physical conditions in the classroom are most conducive to the implementation and use of these materials?

/ X / SN / / / NA UA / #3 / C

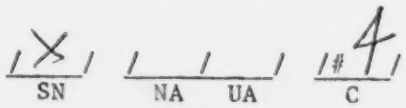
5.321 Space

5.321-Q How much classroom space is needed to properly conduct class sessions when using these materials?

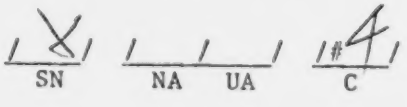


5.322 Equipment

5.322-Q1 What classroom equipment is needed to properly conduct class sessions using these materials?

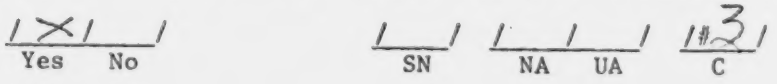


5.322-Q2 What audio-visual equipment will be needed to successfully use these materials?

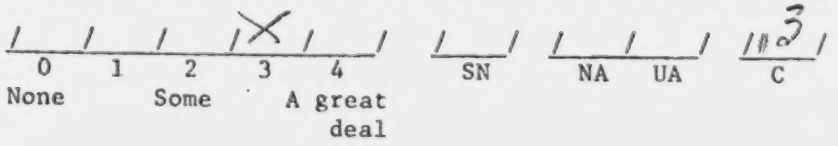


5.33 Library

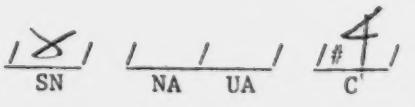
5.33-Q1 Will a school library be needed when studying these materials?



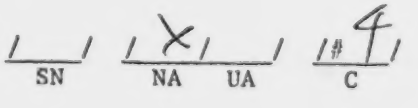
5.33-Q2 To what extent will a school library be used with these materials?



5.33-Q3 What resource centers will be necessary in the school to successfully use these materials?



5.33-Q4 What laboratories will be necessary in the school to successfully use these materials?



5.34 Administrative Support and Assistance

5.34-Q Will administrative support and assistance be an important factor in determining successful use of these materials?

0	1	2	3	4	5	6	SN	NA	UA	C
					X					4

0 Not important; 2 Moderately important; 6 Very important

5.4 Community Characteristics

5.4-Q1 What type of community is best suited for the successful teaching of these materials?

SN	NA	UA	C
X			4

5.4-Q2 In what geographic areas will the materials be most successful?

SN	NA	UA	C
X			4

5.4-Q3 What should the occupational-industrial makeup of the community be to successfully implement these materials?

SN	NA	UA	C
X			4

5.4-Q4 What should the social attitudes of a community be to successfully implement these materials?

0	1	2	3	4	5	6	SN	NA	UA	C
				X						3

0 Very conservative; 3 Middle of the road; 6 Very liberal

5.41 Geographic Characteristics

5.41-Q1 Check the degree of success studentswill have with these materials in the areas given below.

	No success	Moderate success	Great success
Urban		X	
Inner City		X	
Suburban		X	
Rural		X	
Other			

SN	NA	UA	C
			4

5.41-Q2 Check below the different degrees of success students will have when using these materials in different geographic areas.

	No success	Moderate success	Great success
North		X	
Northeast		X	
East		X	
Southeast		X	
Midwest		X	
Southwest		X	
West		X	
Northwest		X	

/ / SN / / NA UA / #4 / C

5.42 Dominant Occupational and Industrial Characteristics

5.42-Q1 If these materials are to be accepted by the community, what occupational groups should dominate the community?

/ 8 / SN / / NA UA / #4 / C

5.42-Q2 To what extent will the occupational characteristics of the community affect the successful implementation of these materials?

/ 8 / / / / / / / / SN / / NA UA / #4 / C

0 1 2 3 4 5 6

Not at all — Some — A great deal

5.42-Q3 If these materials are to be accepted by the community, what industries should dominate the community?

/ X / SN / / NA UA / #4 / C

5.42-Q4 To what extent will the industrial characteristics of the community affect the successful implementation of these materials?

/ X / / / / / / / / SN / / NA UA / #4 / C

0 1 2 3 4 5 6

Not at all — Some — A great deal

5.421 Occupational

5.421-Q Indicate with a check mark the occupational group(s) which should make up a community in order for the materials to be successfully implemented.

Blue collar	
White collar	
Management	
Professional	

/ X / / / / #4 /
SN NA UA C

5.422 Industrial

5.422-Q1 Indicate with a check mark the industrial components necessary in a community for successful implementation of these materials.

	Small Industrial Business	Small Corporations	Large Corporations
Agricultural			
Financial			
Industrial			
Retail			
Wholesale			
Other (specify)			

/ X / / / / #4 /
SN NA UA C

5.43 Residents: Static or Mobile

5.43-Q Should the residents be static or mobile, or both, to successfully implement these materials?

/ X / / / / / / / #4 /
Static Mobile Both SN NA UA C

5.44 Conservative or Liberal

5.44-Q1 What should the economic attitudes of the community be to successfully implement these materials?

/ / / / / X / / / / / / #4 /
0 1 2 3 4 5 6 SN NA UA C

Very conservative — Middle of the road — Very liberal

5.44-Q2 What should the political attitudes of the community be to successfully implement these materials?

0	1	2	3	4	5	6	SN	NA	UA	C
				X						#4

Very conservative — Middle of the road — Very liberal

5.44-Q3 What are the chances of the materials causing conflict between conservative and liberal elements of the community?

0	1	2	3	4	5	6	SN	NA	UA	C
			X							#3

No chance — Maybe — Sure to

5.45 Social and Cultural

5.45-Q What social and cultural characteristics should a community reflect in order for these materials to be implemented successfully?

SN	NA	UA	C
X			#4

5.46 Support

5.46-Q1 Will the success of these materials depend on strong community support?

Yes	No
X	

SN	NA	UA	C
X			#4

5.46-Q2 What kind of community support will the school system and classroom teacher need to successfully implement these materials?

SN	NA	UA	C
X			#4

5.5 Relationship to Other Aspects of Curriculum

5.5-Q How well do these materials relate to other materials being taught in the existing K-12 curriculum structure?

SN	NA	UA	C
X			#4

5.51 Vertical

5.51-Q1 How well do these materials relate to the preceding year's program?

0	1	2	3	4	SN	NA	UA	C
				X	X			#4

Unrelated — Somewhat related — Relate well

5.51-Q2 Within the analyst's frame of reference, what is the title of the course taught the preceding year in the K-12 curriculum?

Course Title: WORLD HISTORY / / /

6.0 Evaluation

Little evaluative data is available outside of the information supplied by the project report.

Exposure to the materials had no appreciable loss on the mastery of content as measured by standardized tests, nor did it have any great effect in helping students develop generalized skills.

According to the available data, the materials did no better nor worse than regular curricular materials. However, the techniques and materials excited interest on the part of the students.

6.1-A The only primary source of evaluative data available is the Final Report of the Project.

6.13-A

Social Studies STEP Test (Cooperative Test Division of Educational Testing Service, 1957)

Peltier-Durost Civics and Citizenship Test (Harcourt, Brace, and World, 1958)

Watson Glazer Critical Thinking Appraisal (Harcourt, Brace, and World, 1952)

Test of Economic Understanding (Science Research Associates, 1963)

Iowa Test of Educational Development, Test 5: Ability to Interpret Reading Materials in the Social Sciences (Science Research Associates, 1952)

World History Test (Cooperative Test Division of Educational Testing Service)

6.14-A2 The Carnegie Test of Social Studies Inquiry Skills (devised by the project staff) is an objective test, containing fifty items. Ten of the items require students to match terms with their definitions. The remainder are multiple-choice items.

6.2-A1 The materials predictably should have an increased effect on the students with regard to their ability to use the process of inquiry. However, there should be no great difference with traditional courses in the area of knowledge content acquired.

6.2-A2 "The evaluation of the effects of the curriculum indicated that students who were in the experimental classes suffered no great loss in the mastery of content as measured by standardized tests. The curriculum did not have a significantly greater effect than the regular curriculum in helping students develop the generalized skills measured by standardized tests." However, in its area of major emphasis, the curriculum proved to be significantly better than the regular curriculum.

The student questionnaire results showed that students felt that the emphasis on inquiry was the curriculum's major strength. Many students also felt the new curriculum did not give them enough "facts."

6.21-A2 See narrative 6.2-A2 especially the second paragraph.

6.212-A1 This information is extremely difficult to measure effectively.

6.212-A2 The developers had great difficulty to develop means of assessing the impact of the curriculum on the attitudes and values of the students.

6.23-A The results of this project have enabled the sponsoring institution to continue developing materials in the new social studies.

6.3-A2 The materials compare favorably with most existing conventional American history textbooks.

6.3-A3 See narrative 6.2-A2.

6.312-A3 See narrative 5.1-A3.

6.32 Most conventional United States history textbooks such as: Bragdon & McCutcheon, HISTORY OF A FREE PEOPLE (Macmillan Company, 1969) and Wade, Wilder, Wade, A HISTORY OF THE UNITED STATES (Houghton Mifflin Company, 1970).

6.32-A4 The student questionnaire results show that "about fifteen per cent of the students ... responded that the ... courses had helped formulate their plans for college, all of these stating that they intended either to take more history and social science courses and most of these (indicated) that they intended to major in one of the social sciences. About thirty per cent of the students indicated that social studies had been their favorite course in high school."

6.33 The analyst's standards regarding the teachability and learnability of the materials are that they be relatively easy to understand and read, they be varied and interesting, and they motivate the student to further desire to learn.

6.42-A1 I would recommend the materials be used where they can be supplemented by the audio-visual materials and where the teacher has the opportunity to develop the inquiry process so that it will have a chance for success.

6.0 Evaluation

Information. In this section the purpose is to use the work of the analyst, along with data from other sources, to arrive at an overall evaluation about the curriculum materials. Some evaluative questions have been asked in other sections. These, combined with other sources of information, will enable the analyst to arrive at the evaluation of the materials. This section is organized so that the analyst will be able to compare his predictions with reported information prior to making internal and external comparisons and recommending uses of the materials.

Instruction. After completing the rest of Section 6.0, write and insert here an abstract of the section in not more than 100 words.

6.1 Sources of Evaluative Data

6.1-Q With respect to the analysis and use of the materials, what primary sources of evaluative data are available?

/X/	/ /	/ /	/#4/
SN	NA	UA	C

6.11-Q through 6.17-Q Instruction. Below is a checklist for sources of evaluative data about the materials. Check those sources which apply, give the title(s) of the source(s), and briefly describe each source.

Source	Check Sources Used	Title or Name of Source
6.11-Q The analyst (working from materials)		
6.12-Q1 Other analysts		
6.12-Q2 Evaluators and researchers		
6.13-Q Standard tests	✓	SOCIAL STUDIES STEP TEST; PELTIER-DURST CIVICS & CITIZENSHIP TEST; WATSON GLAZIER CRITICAL THINKING APPRAISAL; TEST OF ~~ECONOMIC~~ UNDERSTANDING; IOWA TEST OF EDUCATIONAL DEVELOPMENT, TEST 5; WORLD HISTORY TEST.
6.14-Q1 Classroom observations by teachers		
6.14-Q2 Other (specify)	✓	THE CARNEGIE TEST OF SOCIAL STUDIES INQUIRY SKILLS
6.15-Q Out-of-class observations by: Teachers		
Administrators		
Parents		
Others (specify)		
6.16-Q Students	✓	QUESTIONNAIRE ADMINISTERED BY THE PROJECT STAFF
6.17-Q Other (specify)		

SN	NA	UA	C
/X/	/ /	/	/#4/

6.2 Effects Predicted or Reported

6.2-Q1 In general, what effects of use of the materials would you (the analyst) predict?

SN	NA	UA	C
X			#4

6.2-Q2 In general, what actual effects of use of the materials were reported by researchers, evaluators, observers, and/or students?

SN	NA	UA	C
X			#4

6.2-Q3 To what degree do your predictions and the reported effects agree?

0 1 2 3 4 5 X 6

No agreement — Some agreement — Complete agreement

SN	NA	UA	C
			#4

6.2-Q4 In general, how successful in use were the materials reported to be?

0 1 2 3 X 4 5 6

Unsuccessful — Somewhat successful — Very successful

SN	NA	UA	C
			#4

6.21 Success with Students

6.21-Q1 through Q2 How successful are the materials predicted/reported to be with students?

6.21-Q1 Analyst's prediction:

0 1 2 3 X 4 5 6

Unsuccessful — Somewhat successful — Very successful

SN	NA	UA	C
			#4

6.21-Q2 Reported information:

0 11 2 3 4 X 5 6

Unsuccessful — Somewhat successful — Very successful

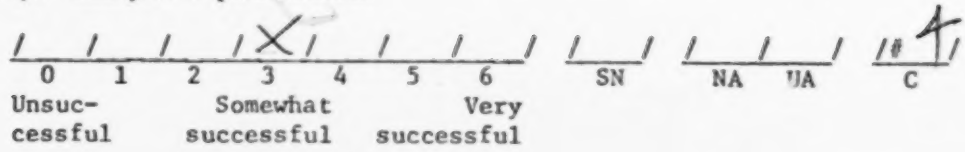
SN	NA	UA	C
X			#4

6.211 through 6.214 Student Outcomes

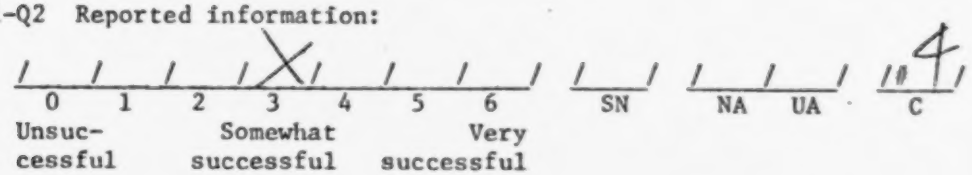
To what extent does the predicted/reported information indicate successful use of the materials with students with respect to the following outcomes?

6.211 Cognitive Outcomes

6.211-Q1 Analyst's prediction:

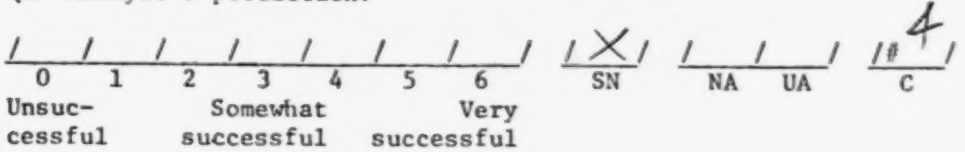


6.211-Q2 Reported information:

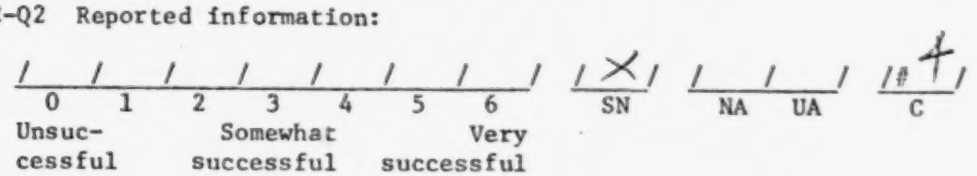


6.212 Affective Outcomes

6.212-Q1 Analyst's prediction:

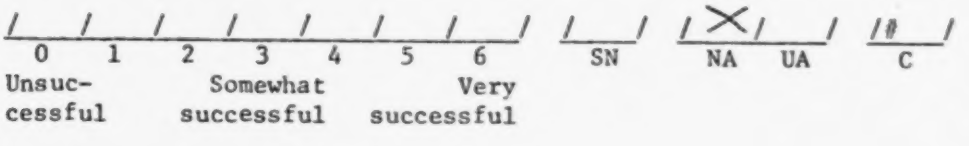


6.212-Q2 Reported information:

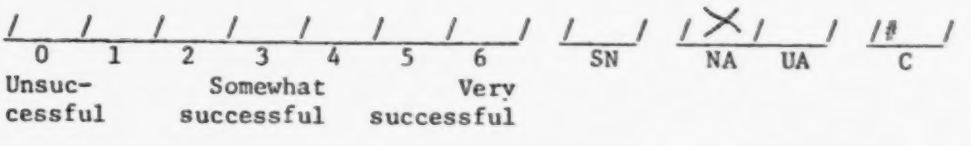


6.213 Psychomotor Outcomes

6.213-Q1 Analyst's prediction:

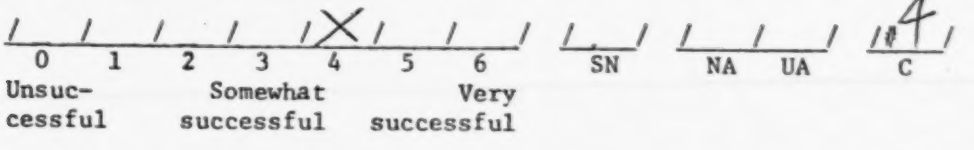


6.213-Q2 Reported information:

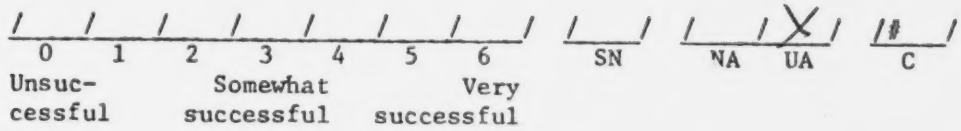


6.214 Social Outcomes

6.214-Q1 Analyst's prediction:



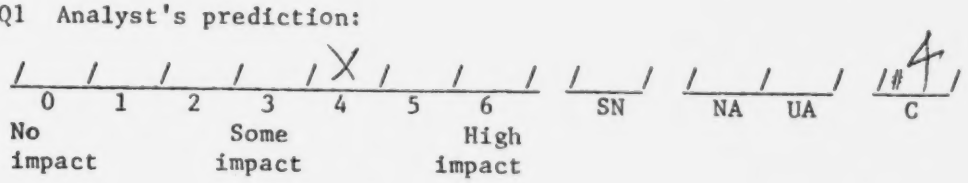
6.214-Q2 Reported information:



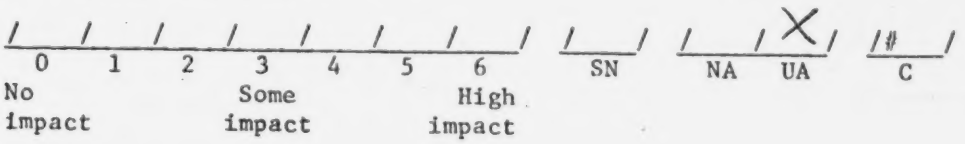
6.22 Impact on Teachers

What degree of impact is predicted/reported as a result of use of the materials?

6.22-Q1 Analyst's prediction:



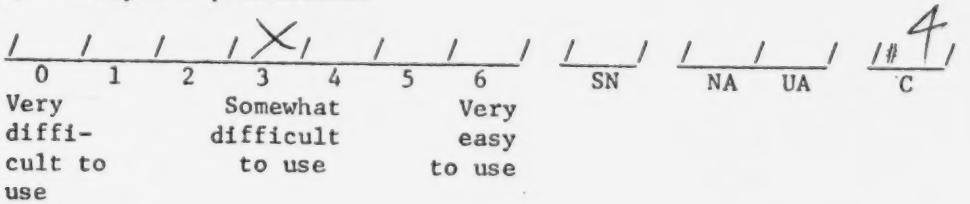
6.22-Q2 Reported information:



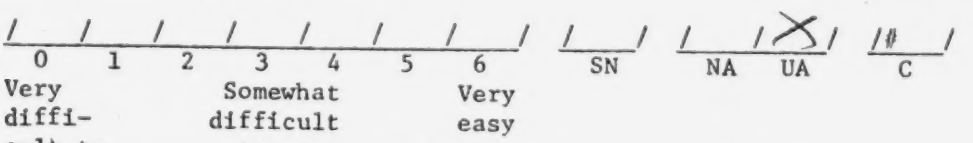
6.221 Ease of Use

How easy to use are the materials predicted/reported to be?

6.221-Q1 Analyst's prediction:



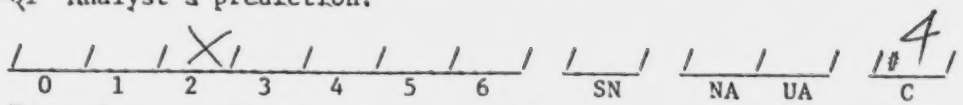
6.221-Q2 Reported information:



6.222 Teacher Training

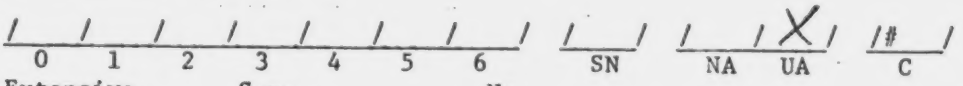
How much teacher training is predicted/reported to be essential in order to successfully use the materials?

6.222-Q1 Analyst's prediction:



Extensive training — Some training — No training

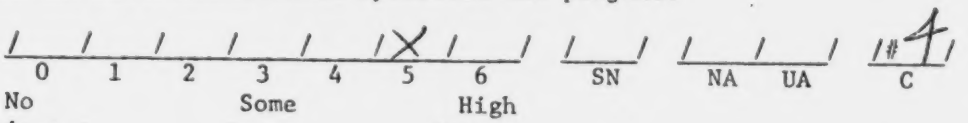
6.222-Q2 Reported information:



Extensive training — Some training — No training

6.23 Impact on Sponsoring Institution

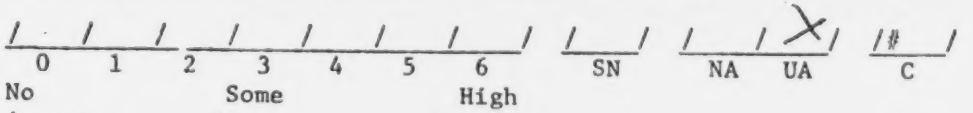
6.23-Q As a result of the curriculum materials project, what is the reported impact on the institution which sponsored the project?



No impact — Some impact — High impact

6.24 Impact on School(s) or School System

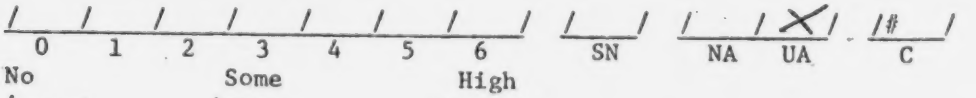
6.24-Q What is the predicted/reported impact on the school(s) and/or school system as a result of the use of the curriculum materials?



No impact — Some impact — High impact

6.25 Impact on the Community

6.25-Q What is the predicted/reported impact on the community as a result of the use of the curriculum materials?

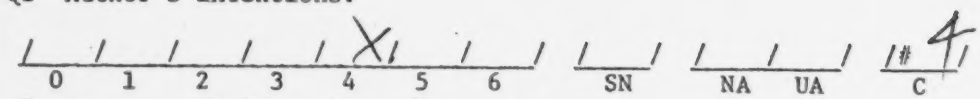


No impact — Some impact — High impact

6.3 Comparisons

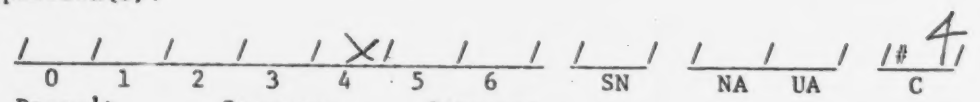
In general, how do these curriculum materials compare with respect to the following:

6.3-Q1 Author's intentions:



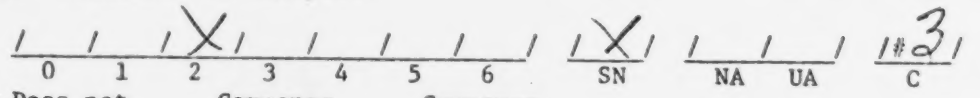
Inconsistent and inappropriate throughout | Moderately consistent and appropriate throughout | Very consistent and very appropriate throughout

6.3-Q2 Other similar curriculum materials? List those materials used as comparison(s).



Doesn't compare favorably | Compares favorably | Compares very favorably

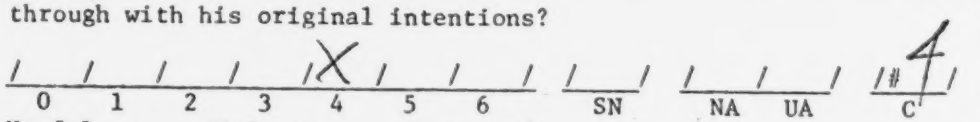
6.3-Q3 Standards of analysts:



Does not compare favorably | Compares favorably | Compares very favorably

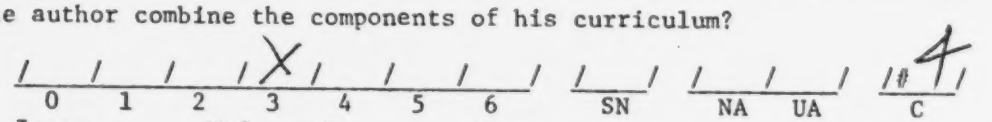
6.31 Comparison with Author's Intentions

6.31-Q1 In your (the analyst's) judgment, to what extent did the author follow through with his original intentions?



No follow-through | Moderate follow-through | Very good follow-through

6.31-Q2 In your (the analyst's) judgment, with what degree of consistency did the author combine the components of his curriculum?

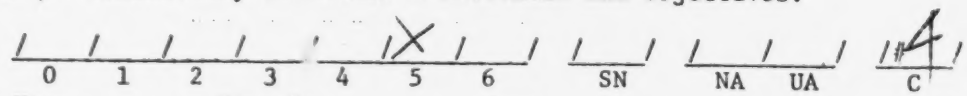


Inconsistent | Moderately consistent | Very consistent

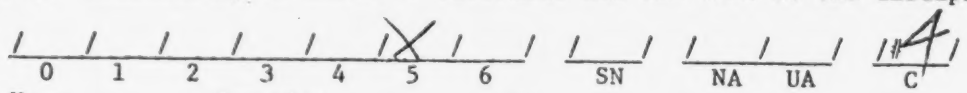
6.311 Consistency

Instruction. In your (the analyst's) judgment, indicate the degree of consistency with which the author carried out his intentions, with respect to the following:

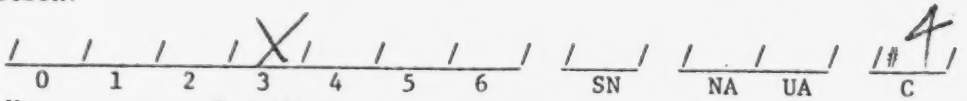
6.311-Q1 Consistency of author's rationale and objectives:



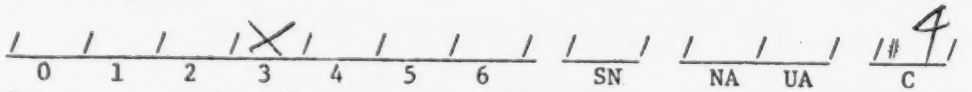
6.311-Q2 Consistency of author's rationale and his view of the discipline:



6.311-Q3 Consistency of author's rationale and theory of learning and/or instruction:



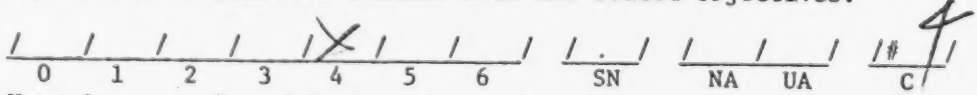
6.311-Q4 Consistency of author's learning and/or instructional theory and teaching strategies:



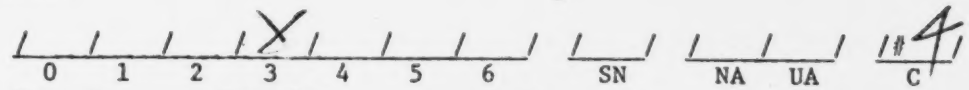
6.312 Appropriateness

Instruction. Indicate to what degree the following are appropriate in your (the analyst's) judgment.

6.312-Q1 Author's selected content with his stated objectives:

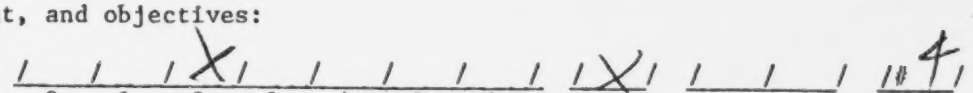


6.312-Q2 Author's selected teaching strategies and the selected content and objectives:



Very inappropriate — Somewhat appropriate — Very appropriate

6.312-Q3 Author's intended user characteristics and the selected strategies, content, and objectives:

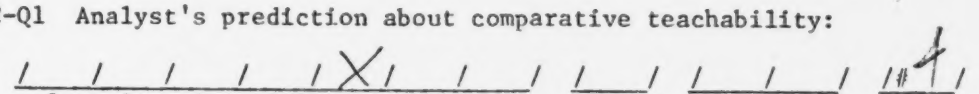


Very inappropriate — Somewhat appropriate — Very appropriate

6.32 With Other Curriculum Materials

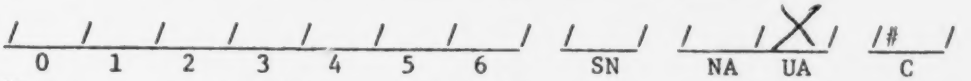
Instruction. Compared with other similar curriculum materials, to what extent does the predicted/reported information indicate the following. Note: Give the titles of materials that these materials are being compared with. (See 6.3-Q2 above.)

6.32-Q1 Analyst's prediction about comparative teachability:



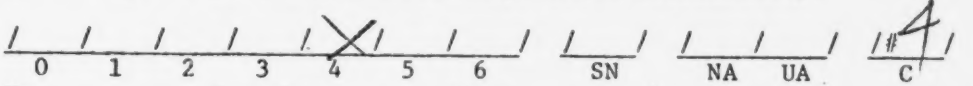
Not teachable — Somewhat teachable — Highly teachable

6.32-Q2 Reported information about comparative teachability:



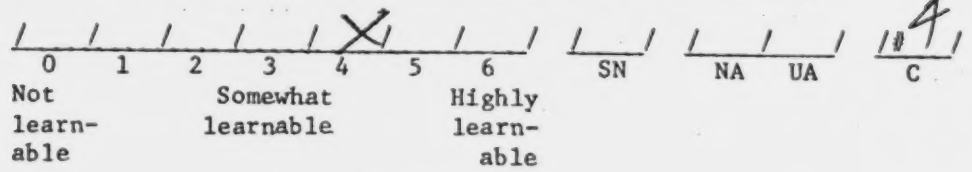
Not teachable — Somewhat teachable — Highly teachable

6.32-Q3 Analyst's prediction about comparative learnability:



Not learnable — Somewhat learnable — Highly learnable

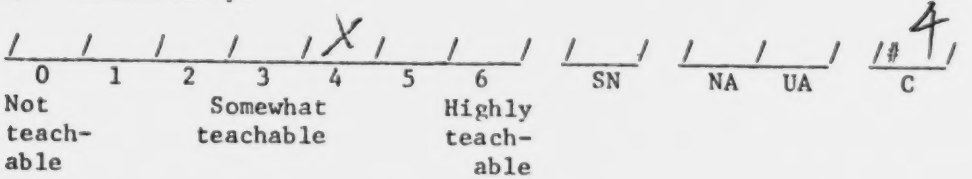
6.32-Q4 Reported information about comparative learnability:



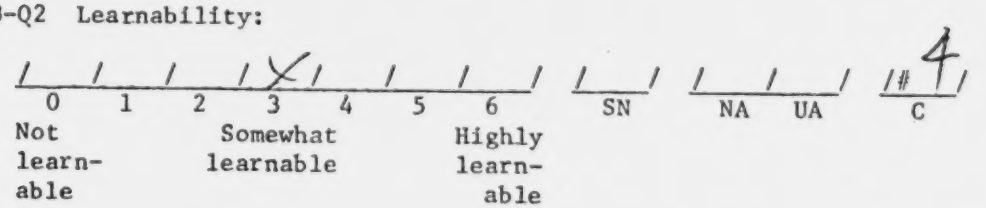
6.33 With Standards of the Analyst

Instruction. Based on your (the analyst's) standards, indicate to what extent the materials being analyzed are teachable and learnable. Prior to answering the questions below, indicate what your standards are.

6.33-Q1 Teachability:



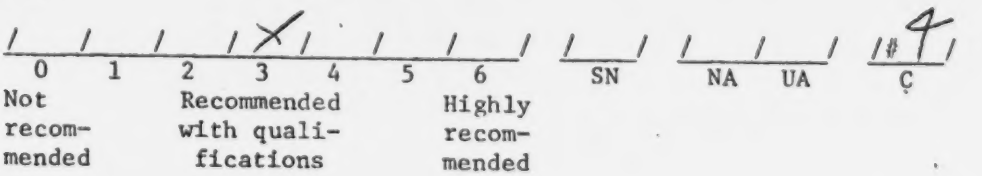
6.33-Q2 Learnability:



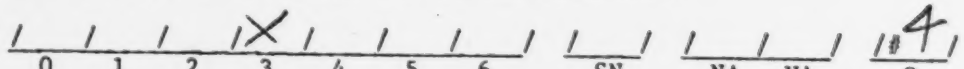
6.4 Recommended Uses

Information. Responses in this section in general will be based on the analysis done in the previous five sections. In particular, it will be helpful to refer to sections 1.2 and 5.0, as well as sections 6.2 and 6.3 to answer the questions in this section.

6.4-Q1 In general, to what degree would you (the analyst) recommend that these materials be used, given the intended uses described in sections 1.2 and 5.0 above?



6.4-Q2 To what degree do the sources, other than the analyst, described in 6.1 and 6.2 above, recommend use of the materials?



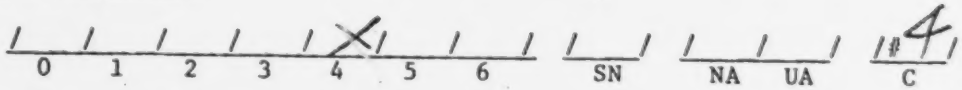
Not recommended | Recommended with qualifications | Highly recommended

6.41 Specific Uses

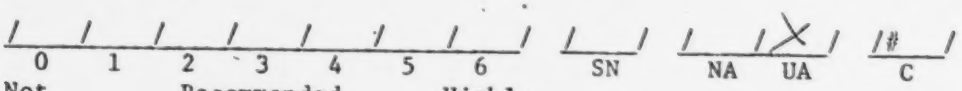
To what degree are the materials recommended for use with respect to the specific categories listed below?

6.41-Q1 Students:

Analyst's Judgement:



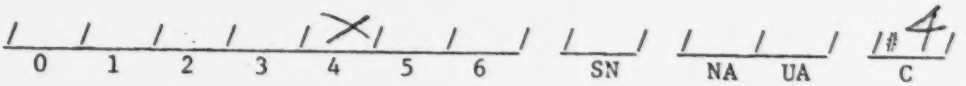
Outside Source Judgment:



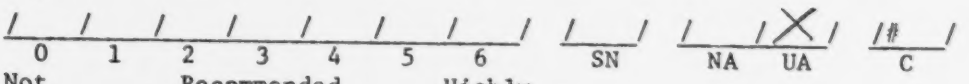
Not recommended | Recommended with qualifications | Highly recommended

6.41-Q2 Teachers:

Analyst's Judgment:



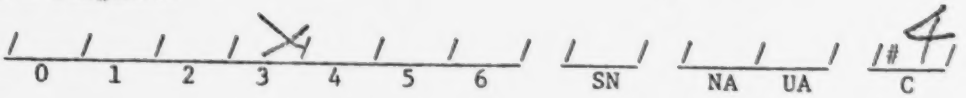
Outside Source Judgment:



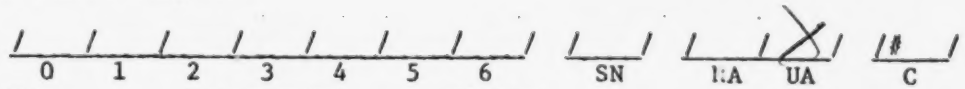
Not recommended | Recommended with qualifications | Highly recommended

6.41-Q3 Schools:

Analyst's Judgment:



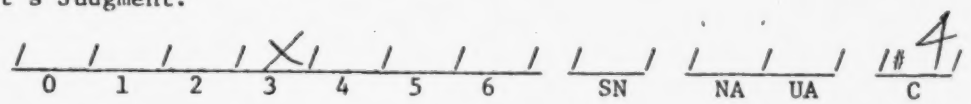
Outside Source Judgment:



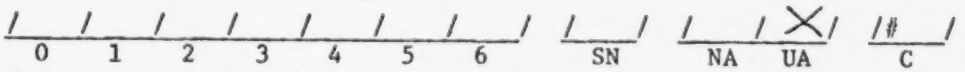
Not recommended | Recommended with qualifications | Highly recommended

6.41-Q4 Communities:

Analyst's Judgment:



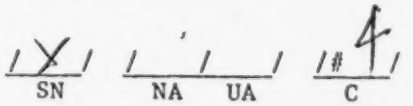
Outside Source Judgment:



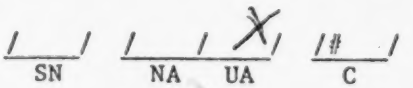
Not recommended | Recommended with qualifications | Highly recommended

6.42 Boundary Conditions

6.42-Q1 Under what specific conditions would you (the analyst) recommend or not recommend the use of the materials?



6.42-Q2 Under what specific conditions do outside sources recommend or not recommend the use of the materials?



7.0 Background of Materials Development

The purpose of this section is to provide the reader of the Curriculum Materials Analysis with a brief synopsis of some of the historical background of the project which produced the materials. Some parts of this section will repeat some of the information in Section 1.6, "Background, Sources, and Availability of Materials."

7.1 Institution and/or Person(s) Responsible for Materials

7.1-Q1 What is the institution or agency responsible for development of the materials? Are there other common names by which the institution or agency is known?

SN	NA	UA	C
X			#4

7.1-Q2 Check below the type of institution or agency.

Federal ___	School district ___		Private not-for-profit ___		
State ___	University	X	Commercial ___		
Other (specify)_____			SN	NA UA	C
					#4

7.1-Q3 Who is (are) the person(s) most responsible for development of the materials?

SN	NA	UA	C
X			#4

7.1 - A1

The institution responsible for the development of the materials is the Social Studies Curriculum Center at Carnegie-Mellon University in Pittsburgh, Pennsylvania.

7.1 - A3

Dr. Edwin Fenton

7.12 - A

The others responsible for these materials are Irving Bartlett (Carnegie-Mellon University), David Fowler (Carnegie-Mellon University), and Seymour Mandelbaum (Universtiy of Pennsylvania). Barbara Judd (Research Associate, Social Studies Curriculum Development Center, Carnegie-Mellon University) is responsible for the Teacher's Guide.

7.13 - A

The Holt Social Studies Curriculum grew out of five years of research and experimentation at the Social Studies Curriculum Center at Carnegie-Mellon University in Pittsburgh, Pennsylvania. Supported by a grant from the Cooperative Research Branch of the US Office of Education, the staff of the Center developed and tested a four-year social studies curriculum for able students. After the Center released the materials developed by this project into the public domain, the staff contracted with Holt, Rinehart and Winston to write a new version of their material for typical students.

7.14 - A

Additional information can be obtained by writing:

Marketing Manager, Social Studies
Holt, Rinehart and Winston, Inc.
383 Madison Ave.
New York, New York 10017

7.2 - A1

The major source of funding was the Bureau of Research, United States Office of Education, Department of Health, Education and Welfare.

7.23 - A

The original grant for the entire project was $200,000, or $62,500 per year. At the end of the first year, they received a supplementary grant of $22,500 to help develop materials. In September of 1965, they received a second supplementary grant of $92,000 to produce a complete audio-visual component for the project. The funding totalled $364,000 or an annual sum

of $91,125.

7.3 - A

The author is seen teaching some of the Holt Social Studies Curriculum materials in a series of films. These films demonstrate inquiry teaching techniques and the use of audio-visual materials for inquiry teaching. Although the films are not specifically for the United States history course, they do play a vital role in disseminating ideas common to a number of curriculum projects and contribute to teacher understanding of the new social studies. Several NDEA institutes, Experienced Teacher Fellowship programs, the methods book, THE NEW SOCIAL STUDIES, the classroom films, many speaking engagements, and articles written for professional journals all contributed to the wide dissemination of the project materials.

7.32 - A2

Fenton, Edwin, "The New Social Studies: Implications for School Administration," THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, Volume 51, Number 317, March 1967, pp. 62 - 73.

_____, "History in the New Social Studies," SOCIAL EDUCATION, Volume XXX, Number 5, May 1966, pp. 325-328.

_____, John M. Good, and Mitchell P. Lichtenberg, FINAL REPORT: A HIGH SCHOOL SOCIAL STUDIES CURRICULUM FOR ABLE STUDENTS, Pittsburgh, Pa.: Carnegie-Mellon University, April 1969. (Final Project Report; Office of Education).

_____, DEVELOPING A NEW CURRICULUM: A RATIONALE FOR THE HOLT SOCIAL STUDIES CURRICULUM, New York: Holt, Rinehart and Winston, 1967.

7.4 - A

The general editor of these curriculum materials is also responsible for all the materials in the Holt Social Studies Curriculum.

7.11 Project Director(s)

7.11-Q1 through Q3 Fill in the name(s) of the principal person (I) or of two principal persons (I and II) identified in 7.1-Q3. For these two persons, check the appropriate spaces below.

I DR. EDWIN FENTON

II _____

7.11-Q1			7.11-Q2			7.11-Q3		
Principal educational affiliation	I	II	Elementary and secondary teaching experience	I	II	Principal professional affiliation	I	II
Elementary	—	—	Little or none	—	—	Education	X	—
Junior high	—	—	Moderate amount	X	—	Social science	X	—
Senior high	—	—	Great deal	—	—	Other academic discipline	—	—
School dist.	—	—				Other (specify)		
College/univ.	X	—				I _____		
State dept.	—	—				II _____		
Other (specify)								
I _____								
II _____								
SN NA UA C: / / / #4			SN NA UA C: / / / #4			SN NA UA C: / / / #4		

7.12 Other Project Personnel

7.12-Q In addition to the one or two persons named in 7.11, what other professional personnel were closely associated with production of the materials? In general, what kinds of educational and professional affiliations did these persons have when they were affiliated with the project?

SN: X NA UA C: #4

7.13 Origin of Project

7.13-Q Describe the circumstances which led the project personnel, authors, funding agencies, and/or others to get the project started.

SN: X NA UA C: #4

7.14 Additional Information

7.14-Q How can additional information about the project be obtained?

SN: X NA UA C: #4

7.2 Duration and Funding of Project

7.2-Q1 What was the major source of funding of the project?

SN: X NA: UA: #4 C

7.2-Q2 Check below the type of agency that was the major source of funding.

Federal X	School district ___	Private not-for-profit ___
State ___	University ___	Commercial ___
Other (specify)_____		

SN: NA: UA: #4 C

7.21 Other Sources of Funding

7.21-Q1 List other sources of funding for the project.

SN: NA: X UA: #4 C

7.21-Q2 Check below the type or types of agency.

Federal ___	School district ___	Private not-for-profit ___
State ___	University ___	Commercial ___
Other (specify)_____		

SN: NA: X UA: #4 C

7.22 Length of Funding

7.22-Q State in years (and fractions of years, if appropriate) the duration of funding.

FOUR years SN: NA: UA: #4 C

7.23 Amount of Funding

7.23-Q What was the approximate amount of funding for the total duration of the project?

$364,000 SN: X NA: UA: #4 C

7.3 Dissemination

7.3-Q How much dissemination work--to teachers, school districts, state departments, colleges, the public, and others--was (is) done by the project and/or publisher? (Publisher's workshops should be included in the concept of dissemination, but not their publicity activities.)

0 1 2 3 4 5 X 6 SN: X NA: UA: #4 C

None Moderate amount Great deal

7.31 Teacher Training

7.31-Q1 What kinds and amounts of teacher training have been done by the project (check appropriate boxes)?

	None			A moderate amount		A great deal					
	0	1	2	3	4	5	6	SN	NA	UA	C
Inservice					X						# 4
Preservice											#
College Teachers											#
Other (specify)											#
_____											#
_____											#

7.31-Q2 Are the teacher-training activities continuing?

Yes, but less extensively X Yes, as before ____ No ____

Yes, but more extensively ____

SN ____ NA UA ____ C #3

7.32 Printed Information

7.32-Q1 Was a newsletter published by the project? If so, is it still available? If still available, how can the newsletter be obtained?

Was published, still available ____ None published X

Was published, no longer available ____

SN ____ NA UA ____ C #4

If still available, how can the newsletter be obtained?

7.32-Q2 What other kinds and amounts of printed information was(are) available about the project--from the project, authors, publisher, or other sources?

SN X NA UA ____ C #4

7.4 Associated Programs

7.4-Q Describe briefly other materials development projects or programs in which the principal personnel of the project are, or have been, involved. What is the nature of this involvement (principal author, consultant, etc.)?

SN X NA UA ____ C #4

8.13 - A2

The principal subject areas taught in the last five years include United States history and social studies.

8.13 - A5

The students are basically from white and middle-to-high socio-economic backgrounds. The community has a high level of educational achievement.

8.13 - A7

1969 -- one-week institute on new social studies curriculum materials (participants).

8.21 - A1

The analysis was done at the Social Science Education Consortium as part of the orientation training for Teacher Associates.

8.23 - A1

Merle M. Knight (Staff Associate, Social Science Education Consortium).

8.4 - A

Bloom, Benjamin S., et. al. TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE DOMAIN, New York: David McKay Co., 1956.

Bruner, Jerome S., TOWARD A THEORY OF INSTRUCTION, New York: W. Norton, 1966.

Morrissett, Irving, editor, CONCEPTS AND STRUCTURE IN THE NEW SOCIAL SCIENCE CURRICULA, New York: Holt, Rinehart and Winston, 1967.

8.41 - A1

Fenton, Edwin, THE NEW SOCIAL STUDIES, New York: Holt, Rinehart and Winston, 1967.

This short expository account of the contemporary curriculum-reform movement in the social studies capsulizes the subject for the reader.

_____, TEACHING THE NEW SOCIAL STUDIES IN SECONDARY SCHOOLS: AN INDUCTIVE APPROACH, New York: Holt, Rinehart and Winston, 1966.

This is a college methods book which illustrates the inductive approach to teaching the new social studies. It has many examples from the Holt Social Studies Curriculum.

8.41 - A3

Kratwohl, David S., et. al., TAXONOMY OF EDUCATIONAL OBJECTIVES: AFFECTIVE DOMAIN, New York: David McKay Co., 1956.

Explains theory of affective domain taxonomy and gives clues as to how to find affective objectives in materials.

Oliver, Donald W., and James P. Shaver, TEACHING PUBLIC ISSUES IN THE HIGH SCHOOL, Boston: Houghton Mifflin, 1966.

Illustrates the meaning of rationale and what is meant by teaching about value clarification.

Maier, Henry W., THREE THEORIES OF CHILD DEVELOPMENT, New York: Harper and Row, 1969.

Included in this book is an excellent example of the learning theories of Jean Piaget.

8.51 - A2

Previously mentioned -- see earlier narratives.

8.0 Background of the Analysis

The purpose of this section is to give information about the background of the analyst(s), the circumstances under which the analysis was done, the reasons for analyzing these particular materials, and the references used by the analyst(s) in performing the analysis.

8.1 Characteristics of the Analyst(s)

In this section, references will be made to the analyst, in the singular. However, if there are two or more analysts, information in Section 8.1 should be given for each of them individually. Throughout the rest of the analysis, if there are two or more analysts working together, it is assumed that they give a single answer to each question, representing a consensus.

8.1-Q1 What is the analyst's educational affiliation?

Elementary	___	Senior high	X	College/university	___
Junior high	___	School district	___	State department	___
Other (specify) _____					

/___/ SN

8.1-Q2 What is the analyst's professional affiliation?

Education	X	Other academic discipline (specify)	_____
Social Science	___	Other (specify)	_____

/___/ SN

8.1-Q3 What is the analyst's highest academic degree?

BA or BS	___	MA or MS	X	PhD or EdD	___
Other (specify) _____					

/___/ SN

8.1-Q4 How many curriculum materials analyses has the analyst done prior to this one, using this system or a similar system?

None	X	Two	___	Four	___
One	___	Three	___	Five or more	___

/___/ SN

8.11 Identification

8.11-Q1 What is the analyst's name? STANLEY KLEIMAN

8.11-Q2 Age? 32

8.11-Q3 Position? (Teacher, consultant, etc.) TEACHER

8.11-Q4 Employer? (Name of school, school district, university, etc., including address) LIVINGSTON HIGH SCHOOL
LIVINGSTON, NEW JERSEY

8.12 Formal Education

8.12-Q1 What degrees does the analyst hold?

Institution	Degree(s)	Date
CITY COLL. N.Y.	B.A.	1961
PATERSON ST COLL. (N.J.)	M.A.	1968

/ / SN

8.12-Q2 Give the approximate number of semester hours or quarter hours the analyst has taken in his undergraduate and graduate work in the following subject areas:

Education	36	Poli. Science	12	Are these
Anthropology	6	Psychology	15	Semester hours? X
Economics	12	Social Psych.	3	Quarter hours? ___
Geography	12	Sociology	9	Other? (specify) ___
History	60	Other social science	___	___

/ / SN

8.12-Q3 How many years has it been since the analyst has been a full time student enrolled in school?

11 years / / SN

8.13 Professional Experience

8.13-Q1 Indicate the number of years the analyst has taught, served as administrator, or served in another capacity at the following levels:

	Teacher	Administrator	Other (specify)
Elementary			
Junior high	1½		
Senior high	4		
Junior college			
4-year college			

/ / SN / / NA UA #4 C

8.13-Q2 What are the principal subject areas the analyst has taught during the last five years?

SN: X NA: UA: C: #4

8.13-Q3 What other subject areas has the analyst taught during the last five years?

SN: NA: X UA: C: #

8.13-Q4 If the analyst is affiliated with a particular school, indicate the type of school as follows:

Inner city ___ Suburban X
Urban ___ Rural ___
Other (specify) _____

SN: NA: UA: C: #4

8.13-Q5 If the analyst is an elementary or secondary teacher, describe brie the nature of his students in terms of learning ability, social and economic characteristics, and ethnic background.

SN: X NA: UA: C: #4

8.13-Q6 If the analyst is affiliated with a school district--as teacher, administrator, or otherwise--indicate:

School population of the district 8,000+
Population of the community (which may be larger than the district) 30,000+

SN: NA: UA: C: #4

8.13-Q7 Describe briefly the subject matter, length, analyst's role, and oth characteristics of any workshops, training sessions, and similar activities in which the analyst has been involved in the past three years.

SN: X NA: UA: C: #4

8.13-Q8 Describe briefly any new curriculum materials the analyst has helped develop and/or test in the last three years.

SN: | NA: X | UA: | C: #

8.14 Editing

8.14-Q1 Was the analysis edited by someone other than the analyst? If so, name the editor or editors and describe briefly their positions and organizational affiliations.

Yes | No: X

SN: | NA: | UA: | C: #4

8.14-Q2 How intensive was the editing?

0 1 2 3 4 5 6

Very light — Moderate — Very intensive

SN: | NA: | UA: | C: #

8.2 Circumstances of this Analysis

8.2-Q1 Approximately how many man-hours were spent doing this analysis?

125 hours

SN: | NA: | UA: | C: #4

8.2-Q2 Describe the circumstances under which this analysis was undertaken:

In a workshop	___	In a class	___
In another type of inservice program	___	As part of the duties of an employee	X
Other (specify)	___		

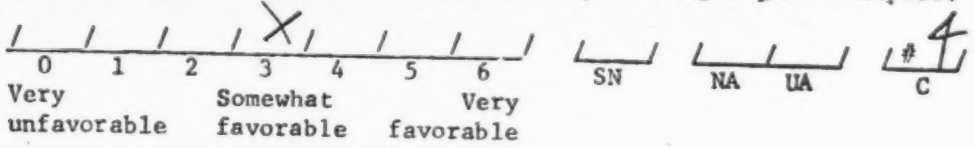
SN: | NA: | UA: | C: #4

8.21 Location

8.21-Q1 Describe the location and the circumstances under which the analyst did the analysis.

SN: X | NA: | UA: | C: #4

8.21-Q2 How favorable or unfavorable were the circumstances under which the analyst did the analysis, from the standpoint of producing a good analysis?



8.22 Time

8.22-Q1 Estimate the number of man-hours devoted to each of the following phases of the analysis:

Becoming familiar with the CMAS	Becoming familiar with the materials	Doing each of the sections								Total man-hours
		1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	
40	10	8	10	12	20	10	10	3	2	125

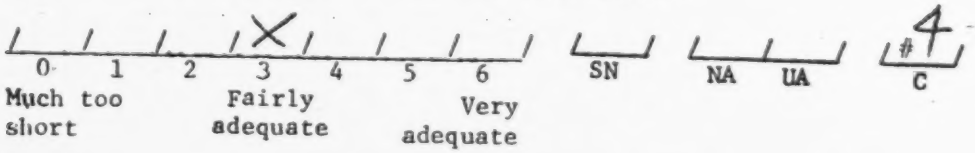
SN NA UA #4 C

8.22-Q2 What was the total elapsed calendar time from the time the analyst started the analysis until he finished it?

2 days or months

SN NA UA #4 C

8.22-Q3 Was the time spent on the analysis sufficient to produce a good analysis with which the analyst feels reasonably satisfied?



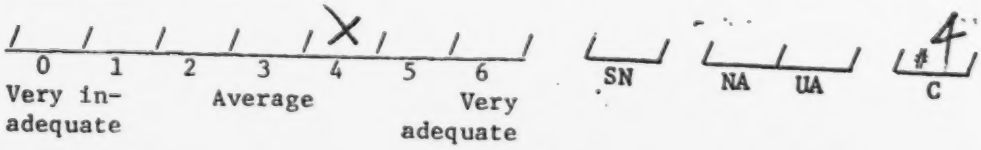
8.23 Instruction

8.23-Q1 Was the analyst working under the guidance or supervision of another person or persons? If so, identify the person(s) and his position.

X
Yes No

SN NA UA #4 C

8.23-Q2 If the answer to 8.23-Q1 is "yes," indicate how adequate the guidance or supervision was.



8.3 Selection of Materials

8.3-Q Was there any reason why the analyst chose these particular materials to analyze, such as previous familiarity with them or plans to teach them in the future? If so, describe the reason briefly.

/ / X / / / / / / / #4 /
Yes No SN NA UA C

8.4 References

In Section 1.6, references are given which should help the reader of the analysis learn more about the materials. In Section 7.32, references are given which contain additional information about the project which produced the materials. In this section, the analyst should note references that he found particularly helpful in understanding and applying the analysis system.

8.4-Q If the analyst used any references which helped him understand and apply the analysis system to these materials, indicate those--two or three at the most--which were most helpful.

/ X / / / / / #4 /
SN NA UA C

8.41 Detailed References

8.41-Q1 Did the analyst refer to any additional writings by the author, beyond the materials package? If so, cite the reference or references and say briefly whether and why each of them was useful.

/ X / / / / / / #4 /
Yes No SN NA UA C

8.41-Q2 Did the analyst refer to any additional writings about the materials, other than writings by the author? If so, cite the reference or references and say briefly whether and why each of them was useful.

/ X / / / X / / / #4 /
Yes No SN NA UA C

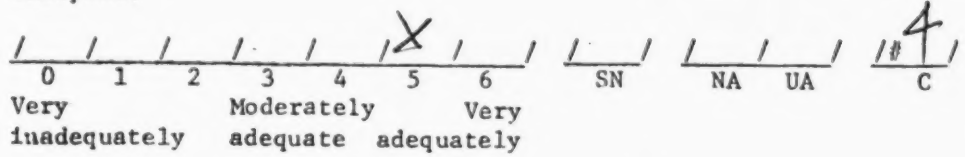
8.41-Q3 Did the analyst consult any references about particular aspects of the analysis system, such as references on values, educational objectives, or curriculum theory? If so, cite the references and say briefly whether and why each of them was useful.

/ X / / / X / / / #4 /
Yes No SN NA UA C

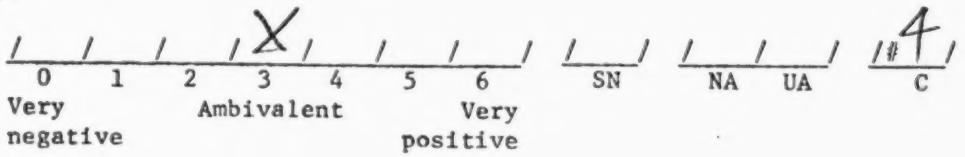
8.5 Attitudes and Opinions of the Analyst

These questions are to be answered by the analyst after he has completed the entire analysis.

8.5-Q1 How adequately does the analyst think his analysis represents the materials analyzed?

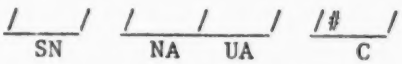


8.5-Q2 How does the analyst feel about the system used to make this analysis (the CMAS)?



8.51 Detailed Attitudes and Opinions

8.51-Q1 In what respects, if any, does the analyst feel his analysis fails to give a good representation of the materials?



8.51-Q2 What weaknesses are there in this analysis system and what suggestions does the analyst have for improving it?